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HINTS FOR THE NURSERY

OR

THE YOUNG MOTHER'S GUIDE.

BY

MRS. C. A. HOPKINSON.

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PART I.

BODY AND SOUL.

HINTS FOR THE NURSERY.

PART I.

BODY AND SOUL.

CHAPTER I.

INTRODUCTORY.

It is proper to say at the outset, that, in preparing these Hints for young mothers, I have written entirely from my own observation and experience, and to the best of my recollection have never read a book on the subjects here treated of. While I cannot doubt that much has been very well written about children, I have purposely abstained from availing myself of any advantages that might be obtained from consulting such books, even at the risk of unconsciously repeating what has been said already, and better said. Undoubtedly, there must be many cases to which my suggestions cannot apply. I have made but slight mention of many things intimately connected with medical information, and have barely touched on the subject of education. It

would be impossible, in a work like this, to do more than to indicate. Each mother must fill out the several topics from her own opportunities.

But young mothers who are entirely unacquainted with physiology should endeavor at once to learn something of it, as well as to learn enough about medicine to be able to apply simple remedies. The sooner we all learn the conditions of health, the better;—that sweet, fresh air, clean rooms, and wholesome food, with exercise (both physical and mental) of a cheerful character, and as various as possible, are necessary to health; and that, in the absence of these, no amount of medicine, given ever so wisely, will effectually cure disease. The sooner mothers learn this, the better and the happier mothers they will make.

So many of my countrywomen are married very young, and are without experience in the care of children, that, when the time arrives for them to take this responsibility upon themselves, they are utterly bewildered and distressed. In proportion to their personal and lively interest is their vague sense of helplessness. In their anxiety they place unbounded confidence in the nurse, who is quite likely to be in a great degree disqualified to direct or advise. They follow her directions while she

remains, or rather allow her to do whatever she chooses; and on her departure, oppressed with a thousand misgivings and questionings, and without mother or friend to refer to, they apply to the first neighbor who calls in, for information and direction about everything connected with that first object in life, the baby. Perhaps the neighbor is fully competent to advise; and very possibly, also, she is not. At all events, her experience may be very limited, and the circumstances so different, that her opinion is, or should be, no guide in the present case.

Then the young mother, in her ignorance and diffidence, longs for some book to which she may turn when she is puzzled. I have attempted to meet this want in some measure. Of course, it must be in a very limited degree, and by giving very general rules, since every child has a constitution and character of its own, peculiar and individual, and needs individual treatment.

Because I have had much experience, and because I love and pity babies, and the babies' mothers, I offer these hints, hoping they may prove an encouragement, or serve for reference, in some time of trouble or perplexity. I have avoided all mere reports or stories, and whatever has not fallen within my own personal

knowledge or experience, and have endeavored to use only the simplest and most direct mode of conveying my ideas.

The following are among the many questions commonly asked by young mothers, and suggest themselves inevitably to the anxious and conscientious, from the birth of the child to the age of seven or eight years. They are mingled confusedly, applying as much to the mental as to the physical being. I shall try to answer some of them, and with some regard to the natural order of their asking.

QUESTIONS.

1. Why do some children continually cry ?
2. Can children be brought up by hand ?
3. Do you approve of flannel ?
4. What do you think of bathing in cold water ?
5. What food is best for babies ?
6. What for children ?
7. Would you allow children hot bread ?
8. Do you approve of corporal punishment ?
9. What will you do, if a child tells a lie ?
10. What, in case of disobedience ?
11. How will you make a child mind ?
12. What if it shows a cruel disposition ?
13. When would you begin its religious education ?
14. How about exercise ?
15. Would you frighten a child by way of enforcing obedience ?
16. What is your system ?

17. What if a child is too lazy to walk up-stairs?

18. At what time should a child learn to read?

19. Should not children be taught that their mothers are infallible?

20. What would you do in case a child is perverse and obstinate?

And so on. Questions are interminable, and answers last all our lives. When we have reared a family of children, or taught a school, or lived a long life, we have learned how wrongly we have often decided, how more than foolishly we have often acted, and we wish our errors, that have so clouded our own lives, may be pillars of fire to guide those who come after us.

To begin, before the baby is born. It is supposed by some that the child inherits the mental condition and peculiarities of the mother during her pregnancy, and accordingly many are, from principle, very careful and particular to surround themselves with every possible enjoyment, and to relieve themselves, as far as may be, from vexatious annoyances during that period. The ancient Spartan custom, as is well known, was, to hang the rooms of those who were likely to become mothers with pictures of beautiful young men. They believed in the effect of imagination on the constitution

of the child. But as we are also informed that the laws compelled the Spartan women to vigorous exercises in the open air, and that all weakly children were by direct or indirect means discouraged from living, there were other and good reasons for the strength and beauty of the Spartan race than the care bestowed on their pregnant women. In two instances within my knowledge, all the circumstances connected with pregnancy were painful and distressing. Unforeseen events aggravated these distresses, and it was impossible to avoid them. Yet the offspring of both these unhappy pregnancies are particularly cheerful, and one is remarkable for gentleness and evenness of temper. It would seem, then, that children do not necessarily inherit the occasional peculiarities of parents,—though they commonly do constitutional tendencies. There seems often to be a power of resistance to circumstances, during pregnancy, which is not possessed at any other time.

I have never been able to identify any "birth-mark," so called, on a child's person, with the impression said to have produced it, although sometimes very firmly believed in. These impressions are doubtless often recalled after the birth of the child, and may be erroneous. I mention the subject only because of

the vulgar notion that a woman must have whatever she specially fancies during pregnancy, however unwholesome or disagreeable, or difficult to procure, lest the want of it should produce a corresponding disfigurement of the infant. Undoubtedly a woman at such times often has a morbid appetite, and if she desires to eat something unusual, she may often eat it with safety, though she could not do so in her ordinary condition; but that is because her stomach is not then in its natural state. For instance, I have known a woman eat half a dozen lemons as freely as she would have eaten apples, and with no keen sense of their acidity, although generally not fond of acids. I do not suppose her child would have been marked with a lemon, even if she had been unable to procure one to eat.

It is well, however, to avoid all unpleasant sights and sounds, as far as you can, rather for the general effect of composed nerves than for any other reason. Keep yourself quiet and calm, because so you will be likely to do well. Place yourself at once under the care of your physician. He will understand symptoms which you do not, and which it may be important to your health and life that he should know. If you are wise, you will also secure the attendance of your nurse in good

season, that you may not be annoyed by unnecessary cares.

You will not be surprised at a morbid depression of spirits, which very frequently accompanies your situation. Most women suffer acutely from this with their first children. Experience will teach you not to be alarmed at symptoms which indicate only a temporary derangement of the system. Remember that maternity is natural and healthful; and, putting your trust in God, and your house in order, wait patiently and cheerfully, if possible, for the suffering, out of which comes the sweetest joy of humanity.

CHAPTER II.

MEDICAL TERMS.—A CRYING CHILD.

THE baby is born, and is for several weeks under the care of the monthly nurse. At first thought it would seem that the mother can do very little for her child during these few weeks. But she can do much. There is almost no situation where a well-informed, intelligent, composed person cannot be of use. The mother naturally defers to the nurse, and is only too likely to depend entirely on her opinions. Many nurses, however, although in some respects intelligent women, especially if they have been trained and instructed, are yet from natural want of observation quite incapable of filling their position properly. The mother should study to make up for this deficiency in the nurse, and should be particularly cautious in regard to any remedial application without consulting the physician. I have known bad effects to follow from trusting to the nurse in such matters,—since a remedy which will answer a good purpose at one time may be very injurious at another.

If you read many medical books, you may

make yourself uselessly uneasy; but a general knowledge of the various organs of the body, their uses and secretions, ought to be familiar to every mother. It is also well to know the common medical terms used among physicians, as this knowledge enables you not only to state more precisely any difficulty you or your child may have, but to do it without embarrassment. Many women suffer for years, because they are unable to state, in precise terms, what ails them. They say mysteriously, "It is an inward complaint"; — they do not attempt to explain, because they have no words. And so they "die, and make no sign."

This is particularly the case in diseases of the uterus, and of course much more embarrassing to young girls than to mothers. The natural diffidence and shrinking from inquiry, the vague impression that it is in some way disgraceful to have "an inward complaint," and, most of all, the want of words to define the organs or sensations, have induced many young girls to conceal their symptoms from any one, until they have become fatal.

Your physician will be able to recommend to you a good medical treatise which shall embrace all you need to know, and also show you the danger of trifling with many diseases

which you have perhaps been in the habit of considering unimportant. Two books by Dr. Dewees, of Philadelphia, on the Diseases of Females, and on Children, will afford all or more than all the information you will be likely to need on these subjects, and will instruct you also, in very plain and simple language, as to the uses and technical designations of the various organs. You will find, in reading these works, that, though philosophers are not agreed in their notions of nervous sensation, and though anatomists have failed to trace the connection between mind and body, there is still a great deal that they have learned, and that you can learn, and from which you can gain useful hints in the management of your babies.

A common expression among nurses with respect to a new-born infant is, that "it is a worrying child." Now, no child worries, if it is well, unless it is naturally extremely sensitive and excitable. In the latter case, slight annoyances irritate the whole nervous system, and the child should be treated accordingly.

I have seen a child two months old, who worried and fretted from morning till night, and had done so from her birth. Nobody

knew what to do with her; so she was tossed and tumbled about, fed with this and that, and every expedient tried to stop her crying that anybody could suggest. At last, somebody said that "the child was crying for salt pork." No sooner said than done. Down the poor baby's throat went the salt pork: it did not kill her, though I never heard that it cured her. She is now living in Massachusetts, has always been an invalid, and sometimes insane. Now I do not infer that the salt pork caused her insanity; but probably the same nervous irritability which distressed her and all around her while an infant was the cause of her frequent illnesses and the diseased state of her brain.

Most women know now that the seat of nervous sensation is in the brain and spinal marrow, and that from these spring, as branches from a tree, the nerves of all sorts, — those which bear to the perceiving mind the sensations of pleasure or pain from sight, sound, taste, and touch, as well as the nerves of motion, etc. How these nerves carry the sense of pain or pleasure to the brain we do not know, nor is it important we should. We should only know that this "harp of thousand strings," the nervous system, is generally more or less out of tune, — sometimes from natural consti-

tution, sometimes from disease,—and that, when we speak of a child's temper, we mean, or ought to mean, the child's nervous system. When we talk of the temper of an adult, we always associate with it the moral obligation to self-control; and therefore, in speaking of a harsh or quick temper in any such person, there is usually an imputation of a want of this self-control. But in a baby it is different. I have seen parents, however, who deliberately whipped their babies, in order, as they said, “to subdue their tempers.” They might just as well kill them at once, if they expect to crush out their constitutional qualities. Their nerves are their tempers. When a mother learns this, she will no longer mistake her vocation, and attempt to extinguish a natural characteristic by a painful application to the skin, which, if productive of any effect, can only aggravate the trouble.

A perfectly well child, or one who inherits a phlegmatic temperament, sleeps quietly and cries almost never. Another, instead of this harmony and composure of the several parts of the system, is liable, either from inherited irritability, or disease, or, possibly, from unwise management, or some local and transient difficulty, to be continually wailing. The healthy and well-balanced child is called

“good.” Perhaps he will be called good all his life for no better reason or merit of his own. The fretful, complaining child is tossed from one shoulder to the other, trotted till its bowels are one mass of ache, associated dismally with weary days and sleepless nights, and emphatically called “You bad child!” fifty times a day. The loving mother tries to be patient, and perhaps is patient. Meantime she is wild to hear from something or somebody “how in the world to keep that child still.” Almost any drops or herbs she could hear of she would administer, if only to have one quiet night. Now what you are to learn, poor tired mother, is the cause of the restlessness, and then your own sense will tell you that you can only mitigate and not cure it,—that you can soothe, but not destroy it,—that it is just as absolutely a part of his constitution as his black or blue eyes, and to be treated accordingly. Remove as much as possible all causes of annoyance to him. If he cannot readily sleep in a noisy room, don’t insist on making him sleep so “by way of hardening him,” or because Charley Somebody always slept well enough in any noise. This child is different.—I shall refer to this subject more fully hereafter.

CHAPTER III.

THE NURSERY.

YOUR nursery will, I hope, be the sunniest, airiest, pleasantest room in your house. If possible, let it also be your own sitting-room up-stairs.

Whether you keep a nursery maid or not, it is important that you should be present much of the time in your nursery. If you have no pleasure in nursing children, you will naturally incline to spend less and less time there; and in that case it becomes of more importance who is in your place. Many very amiable and good women and affectionate mothers have no natural aptitude for the care of children. The occupations of the nursery are irksome to them, and consequently they are not very useful there, even if from conscientious motives they may choose to remain. Truth is best. If you do not like these cares, do not pretend that you do, for fear somebody may say you are not a tender mother; but procure, if possible, a nurse who has the qualities in which you know yourself to be deficient.

If you dislike to give personal attention to all the details of the nursery, and are so situated that you can dispense with doing so, it is incumbent on you to secure the services of a patient, sweet-tempered, truthful person who has a real and natural love for children. If to these qualities is added good judgment, she will be a most valuable assistant to you, although lacking in many other desirable qualities,—even should she not be as neat as you desire, or as quick, or as nice a laundress, or at all good with her needle. I have known persons with the three last qualities, who were deficient in all the others, and who were retained in their places because it was “so convenient to have a woman who would dress the baby so beautifully, and make all his clothes, and keep him so nice!” notwithstanding she had an irritable temper, and was unscrupulous in private slappings and shakings of her little nurslings.

I might go on and relate various anecdotes, which have fallen within my own knowledge, of the bad consequences of leaving children wholly to the care of nurses: of one mother, who, accidentally undressing her year-old boy, found his body covered with black and blue spots, which the nurse confessed were produced by private pinches of her own, often to

stop the child's crying, she said; of another mother, whose drunken nurse put the child in such peril of being overlaid, that the neighbors came in to warn her of the danger; of nurses who have taken advantage of their position to corrupt the child, both mentally and physically. But my object is not to depreciate nurses, who probably generally do as well as they know how. I wish to persuade mothers, who are not really disqualified by natural inaptitude, to pass most of their time in the nursery,—to induce them to regulate their children, themselves, and this from earliest infancy.

Be in the nursery yourself, to see that your children are properly bathed, and nicely dried; to see that the windows are not open at that time, and that they are open afterwards; to see that the delicate skin is not chafed, or, if it be so, that a little soft beef's marrow is applied at once; to see, in short, that the right thing is done in season, and that the wrong one is not done at all; to watch continually over the helpless beings you have brought into the world, and to do all in your power to make them healthy and happy.

The nursery should be the largest chamber in the house, consistent with its having good sunny air. I know it is very customary in

cities to take for the nursery an upper low-studded room, or one that is good for nothing else. But so it should not be. Where there are several children with the nurse, think how soon the pure air is exhausted. Besides, if it is dull, or dark, or close, you will not find it pleasant to sit in, yourself. Let it be spacious and pleasant, with no furniture in it that is liable to be injured by occasional knocks or hard usage.

The nursery should be carpeted, on account of the children's frequent falls, which a carpet breaks wonderfully, and also because they may then be safely laid on the floor, and left to roll about and stretch their limbs, as they love to do, as soon as they are old enough. When their minds are sufficiently mature to consider their own toes, they find them an inexhaustible source of satisfaction. They should be encouraged to stretch and pull themselves about, but not placed on their feet. They will climb up by the chairs, as their strength increases. But placing them too early on their feet makes their legs crooked. The weight of the body is often too great for the flexible and immature bones, and thus a permanent deformity is induced.

For obvious reasons, the carpet should often be shaken and scoured. Twice or three times

a year, at least, it should be shaken,—and once a year, besides, thoroughly cleansed. If you live in a city, you can always have this done at the proper places without trouble to yourself; if in the country, it is much more easy and practicable than it at first appears. Select, to begin with, an ingrain carpet with fast colors. Inevitably this will soon have absorbed animal matter, from the use of the room, from the exudations of the clothes, and from accidental moisture, sufficient to poison the air; and it should be well washed. It can be spread on the grass, and with a corn broom and tub of soap-suds well scrubbed; then three or four pails of warm water should be thrown over it to rinse it, and the sun will dry it in a few hours. If this is done in the hot summer weather, the babies will gladly spare it for a day for the sake of having it thoroughly cleansed and renovated.

In England, where carpets are much less used in chambers than here, they are often either laid down loosely in large pieces for the winter only, and shaken every day, or else fastened by rings attached to the edges to hooks driven into the floor at the sides of the room. The rings being easily slipped on and off the hooks, this method for a nursery is much to be preferred to ours, of nailing

down the edges with carpet-tacks, as it allows a frequent shaking of the carpet with very little trouble, and with undoubted advantage to health. A painted floor underneath the carpet is best, being most easily washed. For the same reason, painted walls are altogether preferable to any other. Papered walls are undesirable in a nursery, as they absorb the bad air, and are easily soiled, without the possibility of being properly cleansed.

I am sure I need not remind any New-England mother of the importance of great cleanliness in the nursery. Garments worn by infants should be changed daily, and, after diapers have been used, if they are merely wet, they should at once be rinsed in the dressing-room adjoining the nursery. This dressing-room should have the window open all the year round, unless it storms or is intensely cold. It secures a certain amount of fresh air, which can be communicated to the nursery and passages as may be found necessary, and proper ventilation is next to impossible without it.

With a clean nurse it is not necessary to inculcate nice habits in regard to the room, utensils, and children's clothes; but as you may have to instruct a girl who has had no previous opportunity of learning, be careful to

look after her closely, — otherwise, she may leave vessels and diapers in the ante-room, or dry the latter without rinsing, or leave the room half dusted and swept. You must not take for granted any knowledge or any faithfulness in respect to these matters, as the health and comfort of the children are essentially dependent on their being properly attended to.

I have been in nurseries belonging to wealthy families, where the atmosphere rivalled in fetor that of the dirtiest Irish cabin, or the most wretched cellar where poverty ever crouched, — where the air choked me, from the saturated carpet and the thrice-dried diapers, — and where two beds, holding a nurse and three children, occupied a room fifteen feet square and eight feet high. Even if the room had been capable of ventilation, which it certainly was not, how could anything but disease be inhaled from air corrupted with exhalations from soiled clothes, and carpets laid down year after year with but one shaking and no washing?

If the children brought up in such nurseries are constitutionally strong, and the mother chooses to have them walk out every day, they may seem tolerably well, — at least, if they don't die, which they often do, whole

families at a time, without any apparent cause. They die of the close nursery and the bad air, or else they are ready victims to the first contagious disease. Having no resisting power in their constitutions, they readily receive and retain the first contagion they rub against in the street. The parents wonder that their children should die, that they should be so delicate. They wonder at a great many things that I do not wonder at at all, and that would not excite their own surprise, if they were a little better informed on the subjects of respiration, ventilation, and cleanliness.

This last word reminds me that your nurse will be likely to neglect, unless you daily insist on its being done, the dusting. And this dusting should be done with a damp cloth, wiping carefully not only the furniture, but every cleat and ledge, with every part of the bedstead and crib. It is no more work than to dust with a dry cloth, and is much more effectual. The cloth, after being washed, will be ready for the next day's dusting.

CHAPTER IV.

INSUFFICIENT NOURISHMENT.

IN the course of my life I have happened to see only two instances of starvation in infants. In one case it was nearly fatal. They were both babies, and both reared in the midst of abundance.

The first one was suckled by a woman whose milk failed almost entirely after eight or nine months. She did not like to lose her high wages as a wet-nurse, and so would not admit that there was any diminution of the milk. The weeks went by, and little F. pined daily. What could be the matter with him? No one could tell. A feeble, fretful wailing took the place of his former playfulness, and his face and form wasted away. His faint-looking light hair fell scantily over his hollow temples and thin cheeks. He looked like a miniature old man. A sadder spectacle was never seen. I don't know whether he took any medicine or not; but at length I was rejoiced to see my little neighbor lifted into a carriage with his anxious parents and two nurses, and to hear that the doctor had prescribed sea-air. It

seemed a last resource. The child kept up a continual low wailing, but otherwise seemed without strength. The doctor directed that the child should be kept in the air the whole time, the nurses relieving each other in walking gently up and down the even sand, and not jarring the baby or otherwise disturbing him. It was hoped the air might invigorate him and restore the tone of his system somewhat. But it was a sorrowful sight to see him go, and not a hopeful case after all.

In a week the party returned, with a new wet-nurse. She held a bright-eyed, jocund-looking fellow on her arm, whom it was difficult to recognize as the poor invalid of the week before. To my inquiry as to the wonderful effect of the sea-air, Mr. A. said —

“The child was starving, — that’s all!”

On the way they had stopped at a country tavern. The nurse took little F. into the kitchen, to warm his cold feet by the cooking-stove. In the kitchen sat a woman suckling her child. F. screamed and stretched his hands out towards the woman. She put him to her bosom, where he eagerly fastened, drinking his fill, till from exhaustion and satisfaction he dropped into a profound sleep. The father, who had followed his child to the kitchen, was struck with a new idea. He procured

six hearty meals in the course of the day, for his dying baby, and then found that he was extremely likely to live. Discharging at once the miserable woman, who had been willing to sacrifice the life of her nursling for the sake of high wages, he procured a good wet-nurse at once, and returned in triumph to his home. In ten days the little boy was plump and well, and is a living lawyer at this day.

Not long ago, I was asked by a young mother why her baby fretted so much, and why she didn't gain flesh.

"Why, how much does she weigh?"

"Only six pounds," said the mother, anxiously, "and she weighed seven and a half when she was born."

"That is very strange, to be sure. You have milk enough?"

"Oh, plenty!"

I knew the nurse. A kind, patient, motherly body, whose experience of forty years as a nurse had not taught her much beyond kindness, patience, and motherliness.

"You are sure, nurse, that the baby has plenty to eat?"

"O yes! I feed her a good deal with warm water sweetened, for the colic, too. She has the colic dreadfully. I think 'tis a col-

icky child!" she added, swaying the poor baby softly up and down.

"And you are sure the baby gets milk enough?" I inquired once more, as I looked at the thin, eager features of the little one, and remembered the starved F.

"Oh, la! yes. The milk runs out all over her bosom!"

Next day, and next day, I called to see the pining baby.

"Poor Mrs. W.!" said the sympathizing nurse, "she's got a real 'crying baby,' I'm afraid! Some babies will cry. Now this baby's a fortnight old, and she don't weigh so much as she did when she was born. I expect she has the colic."

And then came the crying again. Fret, fret. Cry, cry. All the time the stomach-ache, and no sleep for mother or baby.

It occurred to me, made sharp-sighted by my former experience, to test this matter of the milk. So when the baby was taken next time from the breast, I looked to see the flowing milk. Milk there certainly was, to the extent of two or three drops. The exhausted baby wailed feebly. In the course of an hour I said to her,—

"Let me draw your milk. I have my doubts about its being so plenty."

“O no! not for the world,” said Mrs. W., bashfully.

“Yes; but I prefer to, if you are willing. I want to see if I get a good full mouthful. Nonsense! I can spit it out. I am sadly afraid this baby is cheated, and that you are no such great nurse after all. Do you feel the milk press in? does it pain you, pressing into the breast?” I continued, seeing she looked surprised.

“Never felt it press in at all!”

“Then let me try, please,” said I, decidedly. Not a drop. Not half a drop.

In a few minutes I had been into the kitchen, procured a large spoonful of cream, mixed with warm water, half of each, and sweetened with loaf-sugar; and in two minutes more it was all down the poor little empty stomach.

“Now, you see, you have next to no milk, my dear. Keep on nursing, if you like,—only don’t depend on it.”

Mrs. W. thought her own milk would increase in quantity, and was very unwilling to employ a wet-nurse. She therefore continued the feeding with sweetened cream and water, and the child thrived under this treatment, though always delicate. Subsequently, and after severe illness from teething in a warm climate, it was thought advisable she should

have a wet-nurse. She is alive now and well, but you see she nearly starved, to begin with. And the nurse was a good nurse, though unobserving, and not good at drawing inferences. And the mother was a good mother, only she did not know anything about herself connected with motherhood. It is better to know.

Now here was a case where nobody was to blame, and yet the baby narrowly escaped being starved to death. The doctor wasn't to blame. He had a hundred other cases to think of and attend to. He asked the usual questions, and the nurse answered them satisfactorily. Plenty of milk. Child fretful. Colic. Nothing more common. Excellent nurse. Gives warm sweetened water. Blessings on that warm sweetened water! That, with the eight or ten drops of milk from the mother, was all that kept life in the poor, worrying, "colicky" darling!

The nurse was not to blame. She did according to her light, and it was a very small one. She wondered the baby didn't have more discharges from the bowels, and every day applied injections for the supposed constipation of the "colicky" baby. Poor baby! it had very little given to it, yet much was required.

The mother was not to blame either, because she knew no better. But she will be to blame, after she reads these pages, if she does not inform herself as far as possible as to everything necessary to the health of her own children. All young mothers should know that the milk, when plenty, asserts itself by pain, and sometimes pretty sharp pain too. It seems as if the pain came like wires. This is the rush through the unaccustomed milk-ducts, and is felt much less with time; but at first it is unmistakable. If you find yourself free from any pain in the breast, you may be tolerably certain, especially if the child cries, that the sustenance is insufficient.

CHAPTER V.

BRINGING UP BY HAND.

If you have yourself a delicate or infirm constitution, or if you have little or no milk, or if the child is delicate, it is much better that you should procure a wet-nurse as soon as practicable. Most physicians consider that a wet-nurse is indispensable in any case, particularly in cities.

Formerly, the water was more likely to be bad in cities than it now is, and the experience of both physicians and mothers led them to think a wet-nurse a necessity, in case of the failure of the mother's milk. Physicians have other reasons for their opinion on this subject, founded on their knowledge of the weakness and inconsiderateness of parents and nurses,—the probability that the diet will be unsuitable and various, if brought up by hand,—and the danger, while teething, from improper diet.

As it is not always practicable, however, to procure a wet-nurse, and as there are grave objections in the minds of some mothers to them, besides the expense and trouble, it is worth while to know the best way of manag-

ing a child, whom, for any reason, you have decided to "bring up by hand," as it is called.

You must be decided on one point, viz : that the child shall not be allowed any thing but milk for at least the first year, or until the first teeth are cut. Nurses sometimes take the baby to their own table, and feed them with what is on it. The food may, or may not, hurt the child. But it is likely enough to derange its stomach, already from teething in an excited state. Unless you have confidence that the baby will not be treated to any of the various food on the table, you had better not allow him to be taken there at all.

If the child is as well as children usually are, there will be no difficulty in his digesting cream and water, slightly sweetened, so as to approach as nearly as possible the taste and quality of breast-milk. Cream is more digestible than milk, and has not its cheesy quality. After a month or six weeks, if the child continues well, he may have at first, sweetened milk and warm water, and very soon after, fresh milk from the cow. Some persons are very particular about having the baby's milk from the same cow, and that the milk should not be older than the baby. I do not know how important this is. You cannot always have everything as you want it, and must use your

judgment. If you find the bowels are loose, do not be alarmed. If the baby is cutting his teeth, this is a relief to the inflamed condition of the system, and should not be too soon checked. If you find the baby is languid and exhausted, you must check the discharge, either by boiling the milk or adding "chalk mixture." You will ask your physician about the quantity. Again, if the child is constipated, put more water to the milk, sweeten it with West India molasses, and, waiting till the baby is quite hungry, let him suck the bottle. You will of course keep constant watch in regard to the digestion. Should the baby not readily digest any food, procure, if you can, temporary wet-nursing. Or, failing that, procure breast-milk, with which you can feed the child. This will often set well on the stomach, when nothing else will. If the discharges are merely green, they do not always indicate important derangement. You should be careful not to feed him too often; and when he seems really hungry, stir into the milk a very little carbonate of soda, say half a teaspoonful to a pint of milk and water. This will often correct a little acidity in the stomach.

A healthy child will not cry occasionally or habitually, unless he is wrongly managed, or is ill at the moment. It is the management of

children which you must learn, partly by your own experience, and partly by that of others ; but you must distinguish between the things that are beyond, and those within your management.

Doctors will aid you very little. One of the best physicians I ever knew, and in the largest practice, told me he knew less about children than any old woman I could pick up. Only those who are familiar with a child can tell just how fretful he is, how usual or unusual his manner is ; and a hundred minute symptoms, which escape a doctor's unfamiliar eye, decide the condition of the baby to be more or less critical. By this I don't mean that you are not to send for a physician when necessary. Your judgment must dictate as to this necessity, and not your anxiety. Some mothers send for the doctor at every little ailment. It is very annoying to a physician, who is perhaps taking his first taste of sleep for forty-eight hours, to be called up in the night for a trifling illness, which any sensible woman ought to know how to treat. Unless in case of croup, and in that case where it is obstinate, it is not often necessary to compel a physician to come to your child at night. In any active disorder, I need not say, your physician is as invaluable to you as to your child. To you, by the hopefulness

and calmness which his demeanor suggests, and by the soothing effect induced by the certainty that you have the best possible medical advice.

Still there are often little ailments, which, if combined and repeated, make an irritable, fretful child, and which may be avoided by careful, intelligent treatment.

CHAPTER VI.

PAREGORIC FRETFULNESS.

BABIES should not be allowed to cry. I have seen many bad effects from carelessness in this respect, besides habitual fretfulness. One of these is rupture, or to give it the medical name, hernia.

If the baby cries, he should be soothed at once, if possible. A nurse may easily induce a habit of crying in a child, merely by inattention to its dress, or by allowing the skin to remain chafed, or by not keeping the child comfortably warm. This crying is not a good hearty scream of pain, but a fretful wailing, which both mother and nurse seem to consider inevitable and incurable, when in fact it is neither. The wailing is from irritable nerves, which the child has by nature, and from the inattention of the nurse to some things which perhaps would not at all annoy another child, but which do annoy this one, and just enough to keep up that dismal, tiresome cry!

Now, if he cries, remember he has reason for it. Attend at once to everything about his person. See that he is dry and warm; that

he lies easy; and that he is not crying from hunger or thirst. Children often cry from thirst when teething; they should be fed frequently with pure water. If none of these things answer, take him up, if he is on the bed. At all events, soothe his crying. The moment he begins his crying, let all your efforts be directed to stop it. You will soon get him out of the habit, so far as it is a habit.

Monthly nurses help you very little about this. Besides, they like to show that the infant is quiet when with themselves, and have no objection to show their own attractiveness to the baby, by various peculiar methods unknown to the rest of the family, who, much to their own surprise, cannot keep the baby still at all, while the nurse hushes him at once. I knew a baby who was quiet with the nurse and with no one else; and when I learned her method, I forbade her from ever using it again. It was to put her under lip in the baby's mouth for it to suck. Sometimes she would hold a spoonful of milk in her mouth, and let the infant suck it in that way. This nurse had defective teeth and a bad breath. Of course, this was unhealthy for the child to inhale, and besides, the eagerness of the child to suck, showed either the want of more food, or else some pain which

was diverted for the time by the sucking, but which should have been relieved in some other way.

Do not give a baby paregoric, unless directed by a physician. Formerly, and especially in the country, it was the fashion to have the bottle of paregoric hang in the nursery, and it was taken by the teaspoonful, whenever unusual fretfulness seemed to require a sedative. How much it hurts a child, eventually, to take paregoric in this occasional way, I am unable to say. I suppose it may be taken without harm, if there is great pain; but I do know that it is a dangerous medicine for children.

I remember being called up one night to see a young child of perhaps seven or eight months, to whom her mother had administered the usual dose of paregoric. In this case the medicine had been obtained in a strange place, and was mixed stronger than usual. The amount commonly given put the child into a heavy sleep, from which it was impossible for a long time to rouse her. For hours, the doctor tried everything his art could suggest, before the effect passed off, and for some time we doubted if she could be roused.

This habit of administering paregoric must be injurious to the system of the child, — and must induce torpidity of the bowels at least.

If the child cries, find out the cause of the crying, and then apply what simple remedies you know, but not laudanum. If it is a loud, sudden cry, you will know it is a pin, or a pain. If, in looking for and not finding the pin, you gently rub the little body, bending it over and changing its place, relief will frequently be obtained without any further effort. But if you find all is right, smooth, and dry, a little quite warm sweetened water, and a little holding of the well-stockinged feet to the fire, will probably move the wind, and remove the trouble.

And this brings me to flannel, worn next the skin.

“ Who shall decide, when doctors disagree ? ”

Flannel is the universal application in rheumatism. It is also considered a preventive for inflammation, or even in disturbances of the bowels. Our sailors wear it in hot and cold weather ; our soldiers have shirts of it for a southern climate. I have heard the most opposite opinions about its use, and seen healthy people who never went without it, the year round. I ought to add that some of the most healthy old people I ever knew, despised flannel and never wore it, and that, while I approve of it, I never wear it myself.

CHAPTER VII.

FLANNEL AND COLD WATER.

IN regard to flannel, nurses will not help you. One nurse says: "I never put flannel round the baby's bowels, nor stockings on its feet. I have nursed so many children, and never lost one." Another "always puts flannel round the bowels, and never leaves the feet uncovered."

Now, if there is any one thing certain about the climate of New England, it is its uncertainty. And it should be one of the first objects of mothers, to protect their little ones from the effects of sudden changes of climate. In the warm months, it is not unusual for the thermometer to announce, in the course of an hour, a fall of the mercury for thirty or even forty degrees. The morning, which seemed too sultry for any but the slightest clothing, changes by mid-day, with the help of the ever-ready east-wind, into a cool, bracing atmosphere, or the northeast sea-breeze makes us glad to light a fire and shut the windows.

Of course, all careful mothers look after their

children as these changes take place, and increase the warmth of their clothing, if they continue them in the out-door air. But a great safeguard against the chill, which sometimes accompanies these sudden veerings of the wind to the ice-quarter, is a flannel shirt. In winter, it should be thick ; and in summer, no matter how thin. It should be made long enough to cover the bowels and protect the lungs, and with sleeves to protect the arm-pits. This flannel, habitually worn, does not annoy children with its warmth, and is a constant guard against the too sudden check of perspiration, liable to occur even in healthy play in fine weather. This is a general recommendation, and applies more to delicate children than hardy ones. Some children have a natural dislike to the touch of flannel, and shudder at having it next their skins. Where there is any difficulty of the lungs or bowels, I think it is best to insist on their wearing it, unless there is so decided an antipathy that such persistence would be cruelty.

“I am so glad you have come,” said a young lady to me, as the stage-coach stopped before the door of a house ; “little Nelly has been in such a miserable condition for the last week. If I hadn’t expected you to-day, I should have sent for you.”

“What is the trouble?”

“An habitual disorder of the bowels, I think ; and she looks peaked and pale. I know nothing about children ; and it is so long since mother has had any care of them, that she has forgotten all she used to know.”

The little girl was playing in the backyard among the chips and sticks. It was a damp, chilly day in August, and she had only a light calico gown on over her cotton petticoat, while her feet were covered with cotton stockings and thin shoes. It was easy to see that the protection against the damp, foggy weather was entirely insufficient, even for a child in health ; and this child already showed in her pale face and wasted strength, the need of different treatment.

In half an hour she was dressed in warm woollen stockings and thick shoes ; while a flannel shirt was run together for the occasion, large enough to cover the bowels. She was induced to sit quietly in the house, by the offer of amusement, to the extent of pulling every article out of my trunk, with the additional privilege of replacing every article. Some brandy was burnt at once, and a teaspoonful given to her every hour, mixed with water and sugar. Her stomach and bowels were allowed entire rest for a day ; and she

was afterwards kept on stale bread and sweet butter, until she had entirely recovered her strength, which was, I think, in the course of a week. Then, with her armor of flannel, over body and extremities, she defied the fog and damp, and played all day in the air. She need never have been sick in this way, if the young lady had had the knowledge which every woman ought to have, viz: that in all bowel-complaints, there should be warmth and dryness over the trunk and feet.

Babies suffer from colic, from over-feeding, or from wind;—even healthy babies. The second difficulty sometimes creates a diarrhœa. This is often cured, only by the mother's suckling less frequently. But in all cases, whether in winter or summer, keep their bowels and feet protected. I have known a child cured of colic, which seemed habitual, only by putting warm woollen shoes on him. The mother had supposed his long clothes were a sufficient protection. In the winter, or after they put on short clothes, give them warm stockings and shoes. The woollen shoes are better than the prettiest kid, because they can be washed and dried.

It is an old saying that "flannel, when it is cold and wet, is always warm and dry." Undoubtedly, it is much better than cold and wet

cotton, yet it is well to have the flannel all changed once a day. I mean, to have fresh flannel and stockings every day. And at night, by no means allow the nurse to dress the baby in a soiled flannel, or roll him in a soiled blanket, with the notion of saving washing. Let the night flannels be all fresh and sweet, and the sleep will be the sounder. As to the economy of it,—health is always economical, and the amount of even one visit from the doctor will purchase several flannel “pinning blankets,” as they are called. In this connection, let me beg you to avoid fastenings with pins. Every article about a baby’s dress can be fastened with strings and buttons, except the diapers, which should be closed with a “shield pin.”

As a nurse (if she also does the washing of the child’s clothes) is likely to be very unwilling to make as many changes as health requires, it will be well to have the washing done by another domestic, even if it should be necessary, in the arrangement of your household, to have the chamber-work done by the nurse. It is better to place these matters on a firm footing to begin with, and not to insist on a virtue in the nurse, which it will be so difficult to practise that you must constantly watch her. She will have neither hesitation nor unwillingness to make all the changes you require about the

child's person, and the crib sheets and blankets, when she has only to throw the articles into the clothes-basket, and receive them clean again; and you will find it 'easier, on the whole, to make this arrangement, than to keep up a petty anxiety and distrust.

If you are so situated that it is impossible to make very frequent changes, or to have the bedclothes often washed, the next best thing I know is to have them hung on a line, where the air can do partially, what water would do wholly.

In bathing children, I would always have the water a little warm. In summer, as warm as the blood, and in winter, even warmer, particularly if a child shrinks from the bath. Some children do not readily have a reaction of warmth and liveliness after a shock. Where they do, they enjoy a plunge into the cold bath. But they should be allowed to choose. It is cruel to insist on plunging the little blue figures into the cold water, and then rub them up to a warm condition. Nature dictates in these things; and the baby decides for himself much more readily, and with a better judgment, than you can use for him.

If the child is of a very delicate habit, or is very nervous, he will probably shrink and scream at the touch of water. Some nurses

take no notice of this, but proceed to wash and scrub, — to lay over, to lay back again, — to pin, to tie, and to bandage, without heeding the screams any more than if they were not there. When the baby is washed and dressed, he is, if no worse, probably exhausted. It is a dreary and distressing performance, especially to the mother, who is obliged to look on in helpless silence.

Now, there is no need of this washing and dressing business being anything but a pleasure, if it is properly managed from the beginning. But if your nurse has not the gift of going through with it without all this pain and turmoil, you will have to undo all she has done, before you can have it anything but a pain. Therefore, when she goes away, and you begin, for the first time, the dreaded responsibility of washing and dressing the little human fabric, you must take due caution, or you will exhaust and injure yourself as well as the baby, who by this time is accustomed to the nurse's rough handling, and can even endure it better than he can the new touch of your uncertain fingers.

First of all, both you and the baby are likely to get very much fatigued, by the awkward and unaccustomed process. Therefore, wait in the morning until the baby has had his nap, and is full of good-nature and milk, — until you

are yourself also rested and refreshed from the fatigue of all the morning renovations, and the many little duties you have newly taken on yourself. Then, having prepared everything for the child, so that the process may be as speedy as possible, have your water warm, and, if in the winter, have your own hands and the room warm, before you touch him. Now, with great softness, remove his night-gown, and with a small piece of damask towelling, begin to bathe him. If he cries at this, leave off the bathing. You can renew it by and by. The object is to separate, if possible, the association of pain with water. This can be done in a short time. Let him sit in your lap, and dabble in the warm water. All babies like that. Remember that nothing is good for babies that startles or shocks them. That is one reason that cold bathing is not good; and though some children are strong enough to form the habit, and many come to like it, yet with most, there is a shuddering and fretfulness connected with its application, which increases the irritability of their nervous system, and so keeps up what is called their "bad temper."

To a tender mother, it is unnecessary to speak of the extreme sensitiveness and delicacy, of the baby's skin and flesh. She will naturally touch softly, and dry carefully. But

where bathing is left to a nurse, I know it is often done with a rough hand, which, once applied, is sufficient to give a lasting association of pain with the process. I have a vivid remembrance at this moment of the choking pain I received when a child, from being washed across my throat, with the hard knuckles of the old nurse. How I dreaded her! and how I lost my breath, while she drubbed me up and down my face, blinding my eyes, and stopping my breath, with the splashing water and the hard hand!

If you find the baby continues fretfully crying at the touch of the water, you have only to wait patiently, — to disconnect the association of pain by your own gentleness, and not be anxious to have the washing over too soon. Put him down from your lap awhile, and let him rest. And rest yourself, before you renew the bathing. In a day, or two at farthest, you will be able to bathe him without his crying once, and he will probably enjoy his morning bath above all things.

In this, as in everything connected with the treatment of your children, you must be careful not to confuse means with ends. It is of no consequence that your baby should be dressed at nine o'clock, but of much that he should be good-natured and happy. He can

be both, and dressed also, if you go behind the difficulty, for the cause which produces it. If you remove the cause, you will in time remove the effect. Children get accustomed to all sorts of usage, to be sure, but it is at a great risk to their tempers and dispositions; and there is a great difference between control and self-control. I desire mothers to listen to their children's crying, and to discover why they cry. Then, if possible, remove the cause of pain. If all the obvious causes are insufficient to account for the crying, call your physician, who will be able to decide if the child is ill, and what is best to do for him. If you neglect to do this because the child seems well, or if you do like some arbitrary and unthinking mothers, — shut up the child for crying, or, worse still, strike him for it, — you do indeed suppress the manifestation of pain or annoyance. But that is all you can do. The cause remains: either in some pain or distress somewhere, or, what is more likely, in the irritated state of the nerves, which need to be soothed and diverted. The effect of the bad management is to sour the temper, and induce an irritability which, however it may be controlled in after-life, is a great and unnecessary annoyance and obstacle to happiness. The remote effects of carelessness on this point are important, and

may be terrible. It is well we cannot see all the consequences of our misdoings and shortcomings in education, or we should dread being parents.

When children come in from play in summer, tired and heated with exercise, and, because tired, cross, there is no better sedative and renovator than the bathing-tub. Turn on the warm water, (even in summer it should be tepid,) and turn in your cross, ill-natured, naughty little ones. In half an hour they will come out as good-natured and well-behaved as you can ask. If any irritability remains, an application to the nerves of the stomach, in the shape of a piece of stale bread and butter, after the bathing and dressing, will complete their satisfaction. Food should never be given to fatigued children. They should be compelled to wait awhile, to rest or breathe. The stomach sympathizes with the rest of the system, and is too tired to work. If compelled to work, the result is a stomach-ache to the child, and a corresponding crossness and fretfulness; for children are neither better, stronger, nor wiser than their elders; and their diet must be looked after, with the same care. It should be regular, proportioned in time and quality to their exercise, and not recklessly left to accident.

CHAPTER VIII.

CUTTING TEETH, AND CHANGE OF AIR.

CANDIES and sweetmeats should be given very sparingly to children, and not at all, if they are not strong. The reverse of this is the usual treatment; and you constantly see weakly, ailing children eating candy, while the pale cheeks, decayed teeth, and capricious appetite, sufficiently indicate the unsuitableness of the indulgence. When candy is eaten at all, it should be of barley or molasses, and even of this, only unfrequently. It is likely to derange the healthy condition of the stomach if taken in large quantities, and the coloring matter in the confectioner's candies, may be, and often is, poisonous. A pound of candy per annum, is a large allowance to a child; and he would be healthier with half the quantity.

From the time the baby is three months old, every ailment and fretfulness is laid to the charge of the coming teeth. Whatever the difficulty, the mother presumes it to be the teeth. And assuredly, there is sometimes suffering in cutting teeth, though in many cases there is none. I have just had the experience

in my own family of a baby, who has cut the first two upper and under teeth, four in all, without fretfulness or derangement of the system. Meanwhile, if a child cries, and you can find nothing else to impute the cry to, let the teeth bear the blame. You are glad the child is to have teeth, at all events. An ivory ring, or a round stick, unpainted or stained, may be given him to rub against his gums, and, if they seem much swollen, your physician will probably think it best to cut them. As this operation often relieves a child very much, it is well for you to know that you can do it yourself, if no physician is within reach. All you need is a sharp-pointed penknife, and a steady hand. You must remember that you are going to relieve the baby, and not to injure him, and that what you do will give him no pain. Then, having wrapped your knife in a handkerchief, so that it shall not injure any little hands that may be lifted, go to the head of the crib, if it is an upper tooth, open the mouth, and, with the knife-point, divide the gum with a firm, gentle pressure, till you touch the tooth. If there are several swollen, do not be afraid to do the same with all. The child will smile rather than cry, after it has once been done, since he will readily associate relief with the touch. I have heard mothers express a fear

that the gums would be "calloused" by frequent cutting. But these were not very well informed mothers, and had not well considered the nature of gums. I think it a necessary and most grateful operation in many cases, and harmless in any. The local bleeding relieves the inflammation for the time, at all events, and does not hinder the appearance of the tooth.

The derangement of the bowels consequent on teething, sometimes leaves a child very weak. If your physician is not near you, you must of course use your own judgment about giving the necessary medicine. If the discharges are very frequent, and the child languid, I should give him laudanum in very small portions, say one or possibly two drops at a time, once in four or five hours. You must watch the effect carefully, and increase or diminish the dose as he seems to need. With the exhaustion of the diarrhœa, and the torpid effect of the laudanum, the child will look very ill; much more so than he really is. But if he is kept quiet, and confined to the simplest diet, he will soon be rested by the temporary effect of the laudanum, and be able to bear up bravely against the diarrhœa again.

Should your baby be ill, however, with almost any baby sickness, I think nothing is

quite so good as a change of air. Go somewhere: it hardly matters where; and do not wait till the baby is so ill that you cannot go without a great many conveniences and nurses. If the baby is out of order, — and that sometimes happens so suddenly that in a few hours there may be a change from a bright, joyous creature to one as limp as a rag, and looking more dead than alive, — if the baby looks and is so suddenly ill, do as I have often done: go away; sometimes one way, sometimes another. If you can go to the sea-side, very well; but if not, go wherever your husband happens to have business; or, failing that, go to the other end of the same town. You can always go somewhere, and to somebody. The principal anxiety should be to go at once. Let your conveniences be sent after you. If the baby is so ill that the doctor ceases to give him medicine, and can do no more for him, still, take him in your arms and go. I have seen such all but miraculous recoveries from change of air, that I cannot too strongly insist on it as a remedy. I have known an infant nine months old, who was entirely given up by skilful physicians, and who looked far more dead than alive, cured by change of air. As far as human judgment can reach she must have died but for this change. She was

carried a journey of a thousand miles, and arrived at home, still looking more dead than living. But she lived, and is now well, though she is the same child who was nearly starved in her first fortnight. Surely, little Annie must have been preserved for some purpose! So fragile, so flickering seemed her life-light, yet not extinguished, after all the rude puffs at it!

You must not be frightened at the half-closed eyes and pale face of your baby, when he is really only a little ill. These indicate an unconsciousness which we are accustomed to associate with extreme illness in an adult; and, for that reason, we are more alarmed than we need be. The remedies also which physicians sometimes use, give this peculiarly ill look. If antimony is used, as it sometimes is, or opium, the paleness is death-like; and I have seen a child look half-dying in the morning, and well and sprightly in the afternoon. A little experience will correct your eye in this respect, but meanwhile you may have needless anxiety.

CHAPTER IX.

CROUP, AND PURE AIR.

THERE is one disease very common to children in this climate, and which is likely to be troublesome to stout, heavy children. I mean croup. Mothers cannot be too careful to notice the first symptoms of this disorder, because it can generally be soon relieved by proper applications, and because delay is often fatal. The peculiar metallic sound of the cough is a sufficient signal to the watchful mother, who, like all mothers, sleeps with one eye and both ears open. Certain remedies suited to the case are to be applied instantly. It is better for you to receive these remedies from your physician than from my recommendation. Some children can bear, and need to take antimony, while other children cannot take it, and in many cases do not need it. The commonest remedies are Ilives's Syrup, and bathing the throat with oil. A safe medicine to give is ipecac; and, as the object is to produce nausea and the consequent relaxation of the muscles of the throat, vomiting freely will frequently relieve the suffering. If it does not do this, and you

cannot readily procure a physician, I have found the syrup above mentioned effectual, given in doses of a teaspoonful once in half an hour. Wine of antimony is given to some children, and affects the disease favorably sometimes, when the other remedies fail. I cannot give directions for curing croup, but I can tell you that it is one of the diseases that will bear neither delay nor trilling; and that, if you find the hoarse cough and difficult breathing of croup continue after administering for an hour the simple remedies prescribed by your physician, you must not hesitate to send for him at any hour of the night, if you wish to save your child's life.

It is important to direct nurses never to let the child sleep with the head covered. They cannot be expected to know how unhealthy this is, nor why it should be so. But you can be positive in your direction, and insist on attention to it. Some nurses are so fearful of a child's taking cold, that every precaution seems to be used, not to have it breathe good air. I told a woman, who covered her baby up in bed with heavy bedclothes, that the child could not breathe there; to which she replied, with some tartness, that the child always had breathed there, and that "t would do well enough now. Certainly, there was air enough

in a bed. She always breathed herself, well enough, and always covered her head; and *she* was alive!"

There was no denying this. She was alive, and so was the baby. Unfortunately many women who have had ample opportunity to inform themselves on the subject of bad air, practise on this woman's precepts. The importance of pure air to breathe, though it is at the foundation of all health, still seems left out of the calculation of everybody. Once in a few years there is a spasmodic action on the subject in the body-politic; the public are informed and reformed, and then sink back into the old apathy. They ride in unventilated cars, and sit in unventilated churches; they listen in unventilated concert-rooms, and enjoy the drama in unventilated theatres. They think, I suppose, what I have often thought at such times, that it is but for a little while, and it can be endured.

But when it comes to a daily and nightly habit, it is of far greater importance not to breathe vitiated air.

In England and Scotland, where the large national and charitable establishments have enabled philosophers and physicians to make deductions from wide and extensive observations, it has been found that, other things being

equal, the proportion of health has been far greater in comparatively pure, than in impure air. It has seemed of more consequence than diet, or clothing, or habits of living. One of these statistics, however, was for a time a complete puzzle to them. It was found that the Scottish shepherds, whose lives were passed on the breezy hillsides, were, far more than the average, subject to scrofula. On strict investigation it appeared, however, that these shepherds, who breathed heaven's air all day, slept at night in close cottages, or rather huts, and that several slept on the floor in the same room. In this promiscuous packing of large families, a vile, unwholesome atmosphere was inhaled, which of necessity induced scrofula. The hours of rest were just so many hours of disease and the inhalation of mephitic air. The rooms were probably not ventilated from week to week; and, even if they had been freshened every day, there was no possibility of their holding air enough for the consumers for two hours. The rest of the air was breathed over and over again. The only wonder to me, when I see what our people endure, is, that those in the Black Hole of Calcutta died.

CHAPTER X.

WEANING, AND PROPER FOOD. MEASLES.

IN weaning a child, so much depends on its health, and on your own at the time, that it may often be necessary to consult a physician, both as to the time, and as to its safety. The summer months in our climate are generally very trying to all children. If possible to avoid it, I would not wean a child between June and September. If possible, I would continue the breast till October.

Some physicians think it is well to feed a child very early, and, during the first year even, give them not only bread, but occasionally meat. My observation has led me to think it not well to give young children a variety of food. But, I think Doctor Jackson, who is good authority, approves of meat even the first year, and for some children it is undoubtedly necessary.

An easy way of weaning the child is, gradually to increase the feeding from a bottle. In the course of a week the child will not miss the breast. The old-fashioned method of taking the baby away from the mother, and, with one bottle of paregoric and one of castor oil,

beginning the weaning, was as unnecessary as it was unwise and painful. As glass bottles are liable to be easily broken, and cannot always be as easily replaced, a tin bottle, shaped like those ordinarily made to hold shot, will be found useful. A silver tube and mouth-piece passed through a cork, can be easily cleansed and kept pure; and of good cow's milk the baby may be safely left to drink a pint, once in four hours. If the growth is rapid, and the child well and strong, the amount can be increased and bread added; but my opinion is strongly in favor of keeping the child on the simplest diet, until after the double teeth are cut, which generally occurs during the second summer. At that time, there is often great inflammation and irritability in the system, and everything either deranging or stimulating to the stomach, should be avoided. The unbolted wheat flour, mixed with a large proportion of West India molasses, is the best bread for the child to use habitually, unless he is relaxed in his bowels. In that case you will substitute white bread. A little attention to these subjects will give you all the information you will find necessary; and you can easily modify the child's diet as you find his system requires. If there is any serious difficulty about his food's digesting or assimilating well, your physician

is the proper person to remedy it, and will probably be able to suggest a different or more suitable diet for the occasion.

After the child has cut all his teeth, or all he will cut for some years, his food should be a mixture of animal and vegetable. I believe children who are confined to a vegetable diet, are neither so well nor so strong, as those whose diet is mixed. But one instance has ever fallen within my knowledge where the diet was exclusively vegetable until the age of seventeen years. In this instance, the child was never healthy or strong. She had several nervous fevers, besides other complaints. She said she never felt satisfied with her meals, however abundantly she ate. After a long and severe illness, it was judged expedient to change her diet, to a mixture of animal and vegetable. At first, meat in every form was distasteful to her, mostly from association, however. By degrees she overcame this distaste, but she is now neither strong nor well; what effect the change of diet has, cannot be fully known. Her bones were very brittle, and she twice broke an arm from a slight fall.

Children should not be allowed condiments of any sort, nor highly seasoned food. No gravies; no melted butter; no hot cakes; no pork. The last prohibition is very cruel, I

know, — especially is it hard to resist the nice, cold spare-rib, the delicious ham, or the stimulating sausage-meat. But, —

A large proportion of our population inherits a scrofulous tendency. Even if this do not show itself in the immediate lineage, it is sure to revive in a collateral connection; and nine persons out of ten, if they have not consumptive tendencies, which is only another form of scrofula, have eruptive humors, or weak eyes, — in some way, no matter how, showing that their blood is not pure from this inherited taint. Formerly, a scrofulous tendency was looked on as something not to be spoken of above the breath, chiefly because it was considered incurable, and a disease inevitably transmitted. Nowadays, so many very respectable diseases fall under the name of scrofula, that I may take the liberty of using the word without offence. Pork is a great promoter of this unpleasant disease; and we should be a much healthier nation if we were decided Jews in the matter of abstaining from it. In the winter, or in very cold climates, I should suppose it might be less hurtful; but for children, or for any person of a delicate stomach, pork must be unhealthy. I have seen a person in half an hour after eating pork, come out with an eruption on the face.

Persons who use a great deal of exercise in the open air, and who live in other respects within healthful rules, do eat pork habitually, and live. Probably they would be healthier and happier if they did not, however. The same remark as to healthfulness applies also to hot cakes, which can certainly be eaten, as our country plainly shows. But cold, sweet butter, on bread a day old, made without saleratus, and with hop yeast, is much better for our children.

The older a child is, before he is attacked with any of the usual childish disorders, to which all children are subject, the better; because the older, the stronger and the more likely they are to resist the disease, or, at all events, the effects of the disease.

Twenty years ago, nobody thought there was any other road for children to travel, but one paved with measles, scarlet-fever, small-pox, and whooping-cough. The only point to be considered was, to try and take a disease while young, and also when it was "not about, of the malignant kind." Children were as regularly sent to school to take an infection, as they were sent to meeting. The parents considered it a solemn duty on their parts, to see their children through all these inevitable disorders, while they could pay proper attention

to them. The thought seemed never to occur to anybody, that it was not a great advantage to *have had* them. But this by no means follows of course.

First, in measles or in scarlet-fever, one or more of the senses are almost sure to be injured. It is better, then, to have the child as old and strong as possible, since the effects of the disease are less likely to be lasting. And next, for the same reason, it is a thousand times better, not to have them at all. All contagious diseases, or childish diseases, had better be deferred indefinitely. You will have been told, perhaps, that children have them easier than adults, and that these diseases do not come but once. Both these assertions are doubted now; we cannot say that the adult has the measles any more severely than he would have had it as a child; and under the terms of scarlatina and varioloid, some of the worst eruptive diseases are repeated.

In case a child is attacked with any contagious disorder such as measles and scarlet-fever, I need not attempt to alarm you into early attention to it. You are much more likely to be too much frightened. I was in a state of excessive alarm for years, lest my children should take the scarlet-fever, and considered their doom sealed if they should have it. It came,

so mildly in two cases, however, that I had no suspicion what it was, and only on the third day, asked my physician the cause of the eruption. He told me it was a well-developed case of scarlet-fever.

As you may possibly be as unsuspicious as I was, or may be so situated as not to have access to a physician, I will tell you how I treated the measles and scarlet-fever. If these disorders are in your neighborhood, you may not be able to keep your children from infection, however much you may desire it, and you will probably be watching for the cough, the inflamed eyes, and the slight redness behind the ear, which everybody will tell you signify the presence of measles.

It sometimes appears, however, without any of these heralds. In a healthy child, the first suspicion of measles or scarlet-fever, comes in the shape of an eruption, more or less full, which you are likely to impute to indigestion. You at once infer from this outward manifestation on the skin that something has gone wrong, inside the works. You will decide therefore, at all events, to let the stomach rest, and tell the child to lie still a while, and by and by he shall have something to eat. Seeing that there is feverishness and languor to some extent, you give the child a Rochelle powder

once in a few hours, and if nothing further offers to your senses, you expect the disappearance of the eruption. Children who eat very heartily and carelessly, are very often affected with a rash, more or less general, over the body. A cathartic will generally remove the obstruction in the bowels, which is manifested by the eruption; and you at first suppose your child has eaten something which he cannot digest. If by the next day the eruption continues full, and the whole body is covered with pink spangles, melting in some places into each other, and giving a mottled look even to the face, you will be quite sure it is either measles or scarlet-fever. If measles, it has a peculiar odor, which comes from the discharge at the pores of the skin of offensive matter. I have not perceived this odor in any other eruptive disease. This offensive matter you will remove in a great degree, by the frequent bathing, which for every reason you will use.

At least twice a day, bathe him with warm water and glycerine soap, carefully drying him, and seeing that there are no doors open, nor any draughts by which he may take cold. Then, every day, change everything about him and the bed. If possible, have alternate mattresses for every other day, and see that all the bed-clothes taken off, are well aired.

Give him nothing to eat stronger than gruel, which he will not like ; but he is all the better for that, since you wish to avoid loading the stomach at all, for two or three days. Let him drink as much as he likes of weak lemonade, weak tea, or pure water, which last is best of all. Little messes of lemonade, with a scrap of cracker, or some warm tea, served with a little parade, amuse the invalid, whose mind, and not stomach, requires diversion. If he can play with his toys, very well ; but do not let him leave his bed, lest some unexpected draught of cold air, or some unintended exposure, should check the eruption, and by "striking in," as it is called, induce serious illness.

It is very important that you should watch the child's health for some days, after he seems to have entirely recovered from these diseases. The after-difficulties are sometimes great, and for want of the right care, even fatal. I have known pleurisy, lung-fever, and dropsy supervene, after a child seemed recovered from measles and scarlet-fever, each of which I am confident might have been avoided with proper care. The mother supposes the child quite recovered, when, in fact, the whole system is just in the delicate and weak condition, which makes it ready to accept, and unable to resist,

any attack on the lungs, or even on the general health. Remember, that it is not natural for children to be diseased or unhealthy; that it is not necessary to a well-accomplished childhood, that half a dozen disorders should be passed through, just when the immature, half-developed nature can least well bear them.

Keep your children as much as possible, and as long as possible, in health. I have heard parents say of their children, "they are very well, considering all they have passed through;" and on inquiry, have learned that they have passed through all that they ought in all reason to have been liable to, for fifty years. Besides the measles, chicken-pox, scarlet-fever, and mumps, they will have had canker-rash, sore throat, rheumatic fever, lung-fever, whooping-cough, scarlatina, and typhoid fever, with a decided disposition to weak lungs, and being habitually troubled with dyspepsia. How they contrive to live at all is the wonderful part; and not at all strange that they grow up lank, thin, and miserable-looking, finishing a sick life with an early death.

We are not made in this way. We are made beautifully, with constitutional tendencies which may be counteracted and modified, and with enough health to be happy and toler-

ably good, if we are rightly directed in youth. The general rule might be, and ought to be, health. And it would be so, if parents did their duty, and informed themselves clearly as to the common laws of health. Of course all parents mean to do exactly right. But they know almost nothing, about the bodies of their children.

I have known a mother, whose child lay on its death-bed, (as it proved afterwards,) give him hot biscuit and butter to eat, "because he wanted it." After he was dead, she lamented him sorely. But she never lamented her own ignorant treatment of him, or informed herself in regard to the proper treatment of a sick child. On the contrary, when she was remonstrated with, in an after-case of illness, and told that the doctor had strictly prohibited any food, and that it might be fatal, she answered, that "nobody could live without food, and that she didn't agree with the doctor as to that." She then gave the food, and when the child died, which he did soon after, she also lamented him sorely. In speaking of them afterwards, she said "people wondered at her humoring her children so much, but now they were gone, she was glad she had let them have everything they wanted, whether the doctor liked it or no. It was a real consolation." This woman

only practised to an extreme, what many mothers do not hesitate to practise in a less degree. Of course, in both cases, and in all cases, the wrong action arises from ignorance of the structure of the body. But in these days women and mothers should not be ignorant.

CHAPTER XI.

BATHING AND TROTting.

MOTHERS should remember that illness is a reason for more, instead of less bathing. The sick baby is refreshed and comforted by the bath, by the gentle friction over the whole body, and by the change of clothing.

I knew one case, where a child lay motionless in his cradle, wholly given over by his parents and friends, who momentarily expected his death. The disease was, I think, *cholera infantum*, and had been accompanied also by convulsions. The father of this child was a physician. A neighbor came in, and looked at the all but dead baby. She told me she expected it would die. But meanwhile it looked so uncomfortable in the cradle, she thought she would try and change its position, at least. While the parents and friends wept in the next room, this good Samaritan took the child, dressed and bathed it; — finding that it revived under the operation, gave a little restorative, and, to be brief, had the satisfaction of seeing the little fellow not only likely to live, but to recover. I do not say that the bathing

of this child was the turning-point between life and death, but it certainly appeared so. Medicines administered inwardly had ceased to be of use. But an application to the outer surface, might have had a specific effect when drugs were useless to the inner surface. At all events, it could then do no harm, and did do good, for the child recovered entirely.

In all eruptive diseases, remember that the invalid is refreshed and comforted by frequent and abundant bathing. Indeed, in measles, it is nearly all you need to do. Physicians give scarcely any medicine, and the nurse's care is all that is required.

In some cases, physicians direct the child to be bathed with herb-tea. I suppose they are sure of opposition to water, and so compromise the matter by ordering a bath of herbs. But I am perhaps mistaken, and some herbs would be good, if only people were willing to make eight or ten quarts a day of tea. As they will only take a little slop of a pint or so, I think it is best to direct a large bowlful of warm soap and water, instead. By bathing often and abundantly, the exudation of offensive matter is removed, and the disagreeable odor I have mentioned, consequently removed. Of course, after bathing, you will be careful to open all the doors and windows, taking heed

that the child is well covered, and not exposed to a direct draught. Since the air is filled with effluvia, discharged from the person of the invalid, you do not wish your child to breathe it, nor to do so yourself.

If the bed cannot be so placed as to be free from a draught, have the doors opened into the connecting room, where the window is kept open; so that the air, which is constantly depreciating, may be constantly renewed and replenished, from the outward abundance. Why should you not have as much and as good air as there is to be had? I assure you, it is the most important element of your healthful existence, and if the baby has it to breathe, he will, most likely, get well.

When babies are weak from diarrhœa, or, indeed, from any disease, it is important that they should be kept very quiet, and not lifted much from place to place. It is not good for them, especially in warm weather, to be held against the heated body of the nurse. They should be placed on the soft, cool hair mattress, where the air comes freshly to their faces. Do not think it necessary to cook the air, as you do vegetables, before they can be eaten. Rather let it be inhaled into the system, with as much care for its purity and freshness, as you use in eating fruit. The air of heaven is very good,

without being previously softened by the family's breathing it, or odorized from the fumes of the kitchen. It is much better than any drug, for the sick baby ; and a child, too much exhausted from a bowel-complaint to move a limb, will recover strength and spirits wonderfully, if laid on a pillow, with the sea-air about it, and nothing else. Rest invigorates of itself.

I hope I need not remind you of the bad effect of "trotting children." The only good thing about trotting is the monotonous motion. The objections to it are various. But one is enough, in the case of a sick infant: that it shakes and wearies him. Instead of listening to more prose on this point, let me ask you to read the following poem, by Mrs. Louisa Hall, which expresses the baby's feelings in language more elaborate, but scarcely more eloquent, than the despairing screams, that are general precursors of sleep procured in this way. But as the nurse does not interpret the screams, let her read the poem :—

THE BABY'S COMPLAINT.

Oh mother, dear mother, no wonder I cry ;
More wonder by far, that your baby don't die ;
No matter what ails me, no matter who's here,
No matter how hungry the " poor little dear ! "
No matter if full, or all out of breath,
She trots me, and trots me, and trots me to death !

I love my dear nurse, but I dread that great knee ;
I like all her talk, but woe unto me !

She can't be contented with talking so pretty,
And washing and dressing, and doing her duty ; —
All that's very well, — I can bear soap and water,
But, mother, she is an unmerciful trotter !

Pretty ladies, I want just to look at your faces ;
Pretty lamp, pretty fire, let me see how it blazes :
How can I, my head going bibbity-bob ?
And she trots me the harder the harder I sob.
Oh mother, do stop her ! I'm inwardly sore,
I hiccup and cry, and she trots me the more —
And talks about " wind," when 't is she makes me ache ;
Wish 't would blow her away for poor baby's sake !

Thank goodness, I'm still. Oh, blessed be quiet !
I'm glad my dear mother is willing to try it.
Of foolish old customs my mother's no lover,
And the wisdom of this she can never discover.
I'll rest me awhile and just look about,
And laugh up at Sally who peeps in and out ;
And pick up some notions as soon as I can,
To fill my small noddle before I'm a man.

Oh dear, is that she ? Is she coming so soon ?
She's bringing my dinner with tea-cup and spoon ;
She'll hold me with one hand, in t' other the cup,
And as fast as it's down, she'll just shake it up ;
And thumpity-thump, with the greatest delight,
Her heel it is going from morning till night :
All over the house you may hear it, I'm sure,
Trot, trotting ! Just think what I'm doomed to endure !

CHAPTER XII.

DRINKING AND REGULARITY.

THERE are some results connected with the care of infants, which may require a physician's attention, and yet which he may overlook, from too high an appreciation of the knowledge of the mother and nurse. Perhaps, also, he may be more than usually occupied and have no time for special details, taking it for granted, that, if anything is wrong, the nurse will report it to him. These remarks refer to the perfectness of the child's form, in every respect. It is well for you to be aware of the fact, that, through neglect of the nurse, imperfection is sometimes induced, and that a child may grow to the age of womanhood without knowing it. With thorough cleanliness of a nurse, this is of course impossible, even where there may be local inflammation; but as this is sometimes neglected, the consequences may be serious and lasting. Do not hesitate to call a physician's attention to this result, if you have not been able to attend properly to it yourself, in the earliest weeks of the child's life.

Do not allow a child to be constantly drinking. Children get into this habit easily; and it is supposed that they necessarily require four or five times the amount of water that adults do. Undoubtedly they are more often thirsty, partly from their more active habits, and partly because their uneasiness finds vent in asking for drink. If they are allowed water sparingly, this will not hurt them. But as they have no judgment, they drink a great deal more and longer than is either necessary or expedient, and consequently have swollen and distended bowels, wind, and often indigestion. They come into the house heated with play, and drink till they can do so no longer. This may and is likely to happen, just before meals. By the time they are washed and fitted for the table, enough liquid may have been absorbed into the system to leave some room for dinner in their little stomachs; but the consequences are likely to be disturbing, and to induce more or less pain.

Drink should be used very sparingly with meals by every one, but particularly by children. They are not detained in their eating by the courtesies of the table, nor interrupted by conversation. Consequently, they are disposed to eat too rapidly. They cram their food hastily down, half masticated, and supply the

deficiency of saliva, which is the medium nature has provided for swallowing and digesting food, by mouthfuls of water. You cannot make a child eat slowly enough, if he has liquid without limitation within reach. Half a glass of water is quite sufficient with a child's dinner. The activity and exercise of children, often prevent their having much serious inconvenience from drinking so plentifully between meals, and, as they soon get into a perspiration, the fluid goes off in that way; but they look badly shaped and awkward. I have seen children quite ill-shaped, merely from this habit.

Regularity of diet is one source of health, without which its simplicity is of less consequence. The meals should be, as nearly as convenient, at the same hours for children, and they should not be allowed food between meals irregularly. If the dining-hour is late, it is better to have a regular luncheon, however slight. The consequence of this, is regularity in the digestion, which is also very important to health. In nothing is the influence of habit more evident, than in digestion; and with a little care and attention on the part of a mother, regularity in the alvine evacuations may be induced, even with very young children. This is in the highest degree important to health.

For the same reason, the sleep should be as

regular and uninterrupted as possible. Children, till ten years old, need a great deal of sleep, and they should go early to bed. Physicians say that the hours before twelve, give more healthy sleep than the hours after. At all events, the effect of gas-light, company, and excitement, on young children, is to be wholly deprecated.

If children are easily irritated when together, and disposed to be quarrelsome, make a point of separating them. This acts as an inducement to self-control if they are fond of each other, and puts a stop to the irritation, — both of which are important. It is of no use to reproach them with quarrelling. They are quite sufficiently punished, as they go along, by their own vexation, and by the interruption to their plays. Arrange, if you can, to let those play together, who agree from natural constitution. Meantime, they are daily going through the discipline which will give them more power over their own spirits; and you will have your reward and enjoyment, notwithstanding their little struggles and conflicts, in the daily triumphs of principle and affection.

PART II.
SOUL AND BODY.

CHAPTER I.

EARLY DISCIPLINE.

THUS far, I have spoken almost entirely of the body of the child, and of its healthful development. But very early, the mother begins to be puzzled as to her duty to his mind. She fancies she sees it developing in every way. She fears she may not begin soon enough to check, to train, to encourage. She looks upon the Evil of humanity, as a mighty power in perpetual conflict with the Good;—a sort of Ogre, like the Genius in the Arabian tale, who must be kept stopped tight in the copper vessel, lest he should, being let out, spread himself over, and darken the whole sky, with his great, shadowy, uncertain dimensions. What is evil, and what is good, she is not prepared to say.

A lady who was more theoretical than practical, said to a young mother in my hearing,—

“I hope you are aware of your great responsibility in regard to this child. Every word and motion of yours has an effect on him! His character must be of your moulding. What a sacred and important trust!”

I heard the same lady, twenty years after, say, —

“After all, what can we do for our children? They will be as they are made to be, and they will not be what we desire them to be. The whole thing is in the hands of Providence, and not ours.”

In the lapse of twenty years, three children had grown up around her, and she had changed her mind about education.

Without expressing any theory on this subject, or indeed having a very decided one, I may be able, by stating such facts as I have observed, to encourage and help mothers a little, in educating the child for the first few years. Each mother will and must judge for herself in a great degree, because to every mother there come such new and various incidents and developments. She is startled to see traits in her child, to which neither her own memory nor consciousness bear witness. She cannot guess how best to treat a temper so odd, actions referable to no known motives!

In this emergency, what a blessing it is to see the face of a friend, whose Jack or Gill behaved precisely so, and to discuss the possible reasons therefor! — how much greater, if the friend recollects in herself a parallel experience, only more silly, and twice as shocking!

Instantly that friend becomes to the bewildered mother, the wisest and most comforting of counsellors. No matter what her theory of education is, her facts are most welcome; and the mothers will all theorize as they go along. At the end of the road, they look back and wonder they didn't walk better, straighter, and in broader paths, perhaps. Perhaps they see that, in their imperfect desires to do right, they have been blessed; that, if the judgment erred, the heart did not: and so, in God's own time, the fruit was plenty, — twenty, fifty, or a hundred fold!

Meanwhile, the young mother hears, as she lies helpless on the bed, the same whisperings of intense and vague anxiety. What shall she do with the poor little six-pound mass of character that she is to mould for this life and that to come?

Twenty years ago, there was very little disturbance in any good woman's mind on this point. Solomon had settled the matter a thousand years before; and, though his own children were not very good illustrations of his mode of training, it had not occurred to any mother to doubt his wisdom in the matter. "Good government" and "whipping" were very nearly synonymous terms. Almost the first duty was to "break the temper of the baby" by corporal

punishment. This generation is so unused to such harshness, that it cannot easily reconcile it with the maternal tenderness, of which it was often the most fervent expression. For, since the soul is better than the body and to be reached through the body, the parents argued, let us save the soul, at whatever suffering whether to mother or child!

The great-grandfathers of this generation, who had most of them a military turn of mind, living as they did in times when arbitrary discipline was the fashion, had no hesitation in using weapons of punishment themselves, for the more certain enforcement of obedience. To "lay their sons' length on the floor," was a common mode of asserting parental authority; and the horsewhip was held in no trembling, uncertain hands, but applied diligently and faithfully — as Solomon himself would have approved — to the backs of such adult sons as had not learned obedience from the more delicate maternal switch. I have myself seen the principal of an academy apply with her own fair hands, to the shoulders of a refractory youth, a blue cow-skin whip. A blue cow-skin ought surely to have raised positive and large wales of virtuous resolution!

Seeing these manifestations of active virtue only in police reports nowadays, we forget

under what severe, if not healthful discipline, our fathers' virtues were brought into play; and I allude to it only to say how consistent it all was, with what was then believed to be the only right mode of education. Like other wrong things, done in a right spirit and with a good intention, the end often sanctified the means; but often (I am constrained to think) it was exactly opposite. Probably whipping, if ever useful, was so to an uneasy, uncomfortable child, by concentrating the nervous activity, which in its diffused state made itself felt in all sorts of mischief. A good roaring was a relief to his nerves; and the child came out from his whipping all sunshine and smiles, and happier on the whole for his punishment, though he would have a very confused notion of the object of it.

A gentleman of forty years old, talking of his childhood, said, "I remember well days, when I was a child, when everything would go wrong. All day I was in disgrace for something or other, — first one thing, then another. They were unlucky days. All this time I had no wish or intention to do wrong. I was perhaps not quite well, or perhaps irritable. I know not what or why it was. But much of the naughtiness of children should be referred to purely physical causes."

So far as the virtue of obedience is inculcated and secured by whipping, it may have its good side, and may not be fruitless cruelty. Yet, as we wish to have children learn obedience very early, it must be necessary to begin whipping at the breast. At the breast, therefore, I have seen a baby whipped, the mother asserting gravely that "the child knew just as well as she did what he was whipped for." And a clergyman's wife, as tender-hearted as she is sensible and excellent, told me she had often punished her baby, then three months old. Finding, on inquiry, that I had never thought it necessary to whip any child for anything, and hearing me say that I would no more strike a child than any adult, she said, with surprise and evident incredulity as to the advantage of that mode of treatment, —

"I should like to see those children that have been brought up without whipping!"

She was too polite to say she expected to see them behaving like orang-outangs; but in the "Castle of Truth," the words must have come out of her lips, as they surely did out of her eyes.

Our advanced civilization, and the natural reaction from the severity of a former generation, have induced a gentleness of manner in parents, not always accompanied with propor-

tionate firmness of mind; and the men of old time say, that children nowadays have no respect or obedience for parents. Still, the thing is more and better than the form. The form, too, will in good time come to be considered as an important part of education. There should "be a sign for a thing signified," so valuable to all true enjoyment of domestic life.

CHAPTER II.

JUSTICE. LOVE OF EXCITEMENT.

A MOTHER who understood herself pretty well, once said to me, what was indeed true, —

“Manage my children? — govern them? I never could manage or govern myself, and how, pray, can I govern Fred?”

Your strongest incentive to self-government, will be in the fact that your children inevitably partake the evil consequences of your own want of self-control. Not only are you at the time of excitement unable to conduct them properly, but you are likely to exaggerate both to yourself and them their ill-behavior, or to attribute it to a wrong cause or motive, and at all events not to extenuate as far as justice requires: finally, to punish hastily and, of course, most unwisely; possibly, with bad and sad consequences.

In some families, this want of self-control in the parents, is so well understood by the members, that I have seen it deliberately played upon for their own amusement.

A father, in an irritable state, from some rea-

son or other, hastily meets his son with the question, sharply asked, —

“John! have you driven the cows?”

The boy, out of pure mischief, hesitates.

“Why don’t you drive them when I tell you?” in a voice of thunder; “they ought to be gone half an hour ago!” Then a smart blow on the child’s head.

Then comes the boy’s turn to sob out, —

“I *did* drive ’em, father!”

And then of course comes, —

“Why didn’t you say so at once?” in an apologetic tone.

And then comes the answer, in smiles that will not be repressed, —

“I was going to speak! but you struck me so quick! oh dear!” A father is thus placed in a false position, from which he can never recover. The filial reverence must be very strong that is not destroyed by habitual scenes like this, even if affection remains.

We cannot too early be careful to show justice to children; to have them confident that we will listen to all their little vexations, and that, in case of conflicting interests and opinions in the little group, justice shall be fully and carefully dispensed. If they cannot feel this, they will soon take justice into their own hands, and do their own punishing. It re-

quires, I know, great patience on the part of a mother; but it is to be understood in the beginning, that mothers wish to do rightly, and only err from false ideas, and not from a lack of firm purpose.

I do not know a better general rule to abide by than "not to speak at the time a fault is committed, — if practicable, not until the next day." By the next day you will be quite likely to change your opinion about its being a fault at all, or, if it be, whether it will be well to notice it, at the risk of deepening the impression on his mind of an error trifling in itself; or, lastly, whether either punishment or remonstrance will touch the difficulty.

You know that, to do any good to a child, or, for that matter, to anybody, you must go behind the action to the motive that produces it. If there is no motive, or no bad motive, it is better to pass over the action and take no notice of it.

Children do a thousand things without any motive that we can perceive, or, perhaps, from mere vagary. If we look back on our own childhood, we can see this. Perhaps the motive is so slight as hardly to seem connected with the action, or perhaps a child is trying experiments. They do this a great deal. They are like half-blind persons, their natures devel-

oping themselves slowly, and one faculty after another groping its way in the darkness and uncertainty of the new life. I remember feeling very uncertain whether I ought to say "Yes," or "Yes, sir," to my father, and my shame when, after venturing the experiment of "Yes," I was told, "Never say 'Yes,' my little girl, to your father!" I was ashamed that I had not remembered correctly, and yet felt that I had been unjustly rebuked for a want of respect. We can analyze these keen sensations in after-life. In childhood we blush and grieve, and have no words to explain.

Children do many things merely to excite surprise. They cannot properly be called wrong things, for want of the wrong motive, but they seem so on the surface. I have known a little fellow come home with unfit or profane words, which he had picked up somewhere, and delectate himself with their sound to the great distress of his mother and sisters, who saw in the frightful language the earnest of a future depravity. Wiser was the mamma, who, after telling her little boy she did not like to hear him say, "Devil! devil! little devil!" and finding that he was hurt and disappointed, said gravely,—

"They are not good words, my dear, and I don't wish to hear them. But if you want to

say them, go into your chamber and shut the door, and say them till you are satisfied. Then you can come back and stay with mamma." This child went soberly off to his own room. I don't know how many times he said the bad words, but he satisfied himself, and repeated them no more.

Children who have lively imaginations, are fond of getting up scenes in the nursery, and have no objection to playing the part of martyr occasionally. A gentleman told me he distinctly remembered that, when he played in the nursery with his brother, he often got up scenes purposely.

"Sometimes, for instance, John would strike me. Then, without the least anger on my part, I would look towards the side of the room where my mother was sitting, and, if I saw she was looking, I would deliberately return the blow. Then I knew reproof would follow, and that I should be shut in the closet, and be separated from John and my play. But I wanted the drama to be played out. I wanted the excitement. Being put in the closet, I thumped a good deal, looked under the crack of the door, and otherwise amused myself, till I was ready to ask to come out. Then, promising to be good, I was let out. The play was played. It was all from pure desire to have something going on!"

CHAPTER III

FIRMNESS. MORBID CONSCIENTIOUSNESS.

THE *suaviter in modo* and the *fortiter in re* are nowhere so important as in the early education of children. With the understanding, on the child's part, that there will be no change on that of the parent, that what she says may be relied on, that she will do just this and no more, a wonderful amount of trouble and vexation is got rid of.

This inflexibility is not a lovely attribute, nor is it at all frequent among women : I had almost said it is undesirable. Yet, in the first years of childhood, when all the ideas are necessarily vague, it is a great relief to both parties, to limit the notion of what can and cannot be done by this idea of the inflexibility of the parent. A child will not cry for the moon, who knows by experience that he is not allowed to have even the candle.

You sometimes change your own mind in regard to some requirements of the child : not because he teases you, but because, on the whole, you think it better that he should have or do what he wishes ; and you are also glad to

please him. As he does not follow your mind, nor see your motives, he is most likely to impute the change to his own teasing. It would be better that you should not act differently from your first impression. You should not seem to him to change on account of his urgency.

For the first years, "Mother told me not to," is and should be a sufficient reason for a child. As he becomes old enough to understand your reasons, you can give them; but do not let any conflict of will exist between mother and child.

A lady who has recently undertaken the charge of a child ten years old, who had no associations with her, and who, I knew, was fond of his own way, told me she "had no trouble whatever with Davie. When he teased me at first to change something I had said, I told him, —

"'Davie! *I never change!*'"

The child accepted the fact as he would the sun-rising, and has ever since gone on in her way, and apparently as happily as if it had been his own.

This *inevitability* is a great help both to mother and child. As a child advances in life, however, especially if of a timid nature, there should be every encouragement given for independent decision. I have seen chil-

dren who shrunk from this, even in trifles, begging the mother to decide for them, and not deciding at all until compelled to do so. Between the ages of ten and fourteen, this timidity often increases greatly, and is united with a morbid conscientiousness, which must be delicately and carefully managed by parents. This timidity, or torpor of the will, shows a disease of the body in some way, perhaps some nervous derangement. A mother should avail herself of the judicious advice of a physician in such cases, as he is likely to understand in what way the peculiarity is connected with health better than she or her friends can. I have known a child of that age distressed to tears by the necessity of deciding what shoes or frock to put on : and this, not once, but whenever it was necessary to change her dress. With the change were also connected all the possible consequences, and the terrible fear that she was responsible for them. When the mind is in this state, the body evidently needs medicine, change of scene, or of climate, always with the advantage of watchfulness, and the "understanding eye." But this is a digression, and belongs more to the doctor's than the mother's province.

I suppose, if a mother is just to herself, is patient, watchful, tender, and gentle, there is not

likely to be a conflict of will between her and her child. There may be often great outbursts of irritability, and even violence, but they are generally independent expressions of excited nerves, and cease with the expression. They are also outgrown, and become absorbed and harmonized in the general and equal development. Obedience grows up as naturally as any other quality. All qualities grow freely and more fair, by being nursed and cherished, and some undesirable ones may be fairly starved out, for want of notice or cherishing.

If a child is naturally irritable and inclined to oppose lawful authority; if he is entirely disposed to kick instead of going where you tell him to, or to pound his mother rather than obey her, and that, not from any special dislike to the errand, but showing only the external manifestation of an internal discomposure, — wait a little. Consider what to do.

You want him to obey you; and you don't want his obedience to have the association of pain or mortification, but to be joyful and pleasant.

It is a mistake to suppose there can be any harm in letting the occasion of this disobedience pass. On the contrary, it is better it should pass, and pass out of the child's mind and memory, if possible. Let it go. Look out

of the window, or be diverted with something wholly unrelated to the occasion. It is a thing done with. Possibly he is hungry, weary, or thirsty, and his "harp of thousand strings" is all out of tune.

When he is next in his best, most good-natured mood, tell him in a voice of authority, but of kindness, too, to do something for you. But let it be something which you know he will like to do. Tell him to "bring the box on the shelf up-stairs that has the bright figures in it," or the "pretty picture-box he wants to see." Let the association of the child's mind with obedience, be linked with pleasure and self-gratification. He obeys you now. The association is begun. You can watch, tend, strengthen this plant, which does not kindly take to the soil.

Some very good men have been the very naughtiest, most violent, most uproarious of children; and for many men who were gentle, good children, I would not give a penny. The violence was not vice, and the gentleness was not virtue.

If a child is very irritable, it is well as far as practicable, to avoid coming into conflict with him. Soothe the irritable nerves with gentle words, with variety of scene, with food, or with sleep, as the age of the child requires.

If he still continue violent, a good sedative is solitude; but not solitude in a closet, nor in a dark room. Let him be put in a light room, and see that the window is safe. Do not let him remain long there, but when his quietness or tears show that your purpose is answered, take him out without reproach, and give him some diversion or occupation. The effect of conflict on excitable nerves is a habit of irritability and obstinacy, and this habit you wish to avoid. The avoidance of conflict, and the constant example of gentleness are great helps to the child's self-government, which should begin as soon as he can understand that he is a reasonable being, and able to exercise self-control. This is not very early. Whenever he controls this irritability, praise and encourage him. Help him as far as possible. Let him feel and understand that you sympathize with him in his little vexations, which are to him great trials, and do not let him think himself a bad boy, and a great deal worse than other children, who are sweet-tempered because phlegmatic. The boy constituted in this latter way is easily managed, and, if also imaginative, is easily occupied, and consequently is what is called a good child. But the naughty child, too, has his points; and, as women say of a dress, he "makes up well."

Some very irritable children, and, indeed, I may say most children, at some time, have a way of throwing themselves on the floor and screaming at the top of the voice. The best treatment for this, is to leave the child alone in the room at once without speaking to him. It is best, because the child does it partly from irritation and partly as an experiment. His ill-success, at first, will generally discourage him from further efforts in this line. It is not of the smallest use, nay, it is worse than useless, to remonstrate with him. Still less should you disturb yourself about his holding his breath. Some children will do this until they are black in the face. But astonishment at their own solitude generally brings the breath at once, and also quietness.

CHAPTER IV.

IRRITABILITY. CORPORAL PUNISHMENT.

Most mothers have observed, or will observe, a peculiar irritation at times in a child's manner of speaking, — sometimes an impropriety, or disrespect, for which there is no accounting by any reference to his employment, companions, or state of health. Perhaps he answers you where he is sitting quite alone, playing with his blocks.

If you are yourself in the habit of self-examination, you may sometimes see in his hasty manner, a reflection of your own at the time. You have very probably spoken to him under the influence of some vexation or care, or possibly of pain. The tone of your voice undoubtedly expresses to him the irritation, of which his own is only the echo.

This knowledge on your part, if you are a conscientious woman, and wish to be faithful to your duties, will assist you very much in estimating the faults of your children. You will not be angry at the child's manner, however disrespectful or unsuitable it is, but rather take more heed to your own; and will prob-

ably soon see the effect of your improved self-control, in your boy's improved manner to you. I do not mean that you are not to regulate him as to this or any other fault, but only this: that, *at the time of the offence*, it is wiser to pass it over, taking occasion afterwards, when he is entirely good-humored, to tell him you are not quite pleased with his manner to you, and to instruct him in the suitable expressions.

I am sure it is not necessary for me to go into particulars in respect to the manners of a child. Your own sense of propriety, and of the deference and politeness suitable from a child to a parent, will guide you; but no knowledge will take the place of self-government and calmness on your own part. To educate a child, requires above all that the parent should first be educated.

If you have not been much accustomed to young children, or if you go too much by somebody's theory, or possibly by your own untested one, you will be easily discouraged in your work of implanting good habits and instilling right principles. You will despair at seeing your child, who perfectly understood and agreed with you yesterday about various good and bad things, behaving to-day as if he had quite forgotten his good notions and excellent resolutions.

But are children the only human beings who are inconsistent, forgetful, ungrateful, and ill-behaved? I trow not. Our own ideal is very far beyond and above our practice. We all of us do wrong, and some of us habitually, in spite of mature reflection, weekly discourses, and our daily consciences. Are our children angels, that we are to expect from them a consistency in right action, and a habit of rectitude, which many years have not enabled ourselves to reach?

Let us be reasonable about children, — remembering that they are not made up of little sins, which are every day growing greater and more hydra-headed, but of faculties more or less developed, and constitutions of greater or less delicacy of construction. Let us not insist on having flower and fruit on the bough at the same time, like the orange-tree, and the ripe and unripe fruit hanging together, but rather watch the baby as we do the garden-rose. Let us look sharply after the troublesome insects that infest it; let us water it with heavenly dews, and protect it from the too bright sun. The perfectly developed flower will reward us with its fragrance. But the flower is of God's making.

Let the thought of the long suffering of our Father make us patient with these little

ones, and with all their little and even great errors.

When you have done your best, and your very best, you have not moulded your child's character. The strong native tendencies are there still, and you can no more eradicate them than you can "make one hair white or black." You can influence his conduct by your own example; but you must remember you work on God's material, and all the lectures, books, and talking in the world will not change that. Therefore do not expect the impossible.

From what I have said before, you will see that I do not approve of corporal punishment at all, nor of any punishment, strictly speaking, except such as a child understands the object of, and in which he heartily coöperates with you. If he does not do this last, the punishment seems to him vindictive and not reformatory.

Now, although the welfare of society may seem to require punishment of a vindictive character for its protection, and I am not going into the subject of what is necessary for the public, I am sure that it ought not to be necessary for any child to receive punishment, except as an acknowledged help to his progress,—one which he understands as well as you do.

Some parents who are averse to corporal punishment, still feel it their duty to distress and annoy their children by disappointing them in some favorite pleasure, or cutting off some expected enjoyment, by way of impressing on the young mind the fault which it has been difficult to eradicate by remonstrance. This does not seem to me right or judicious. It is never right to deprive children of expected pleasure on this plea, unless they have been fully warned. If they seem to have had deliberate choice in the matter, and choose to persist in the fault at the certain risk of the disappointment, it is just to inflict it on them, perhaps; but even then my heart revolts so much at it as to say it is not judicious.

To go back to striking a child. You cannot expect family courtesy and gentle manners where any members of it are allowed in violent demonstrations of displeasure; and what would be unseemly in children, is neither dignified nor seemly in parents. You do not expect your children to bear blows when they become men; and their persons should be sacred from an angry touch even in childhood. With very young children, it is sometimes necessary to create a painful association in their minds with certain dangerous employments. This you are sometimes obliged to do before

they can understand anything you say. But the instances are very few, and have no reference to conduct, or what is called temper in a child, or to punishment properly speaking. Among these few cases are the biting and scratching of children. Almost all children use these weapons of tooth and nail, given them by nature for self-defence, at first without any intention of giving pain, and simply as an expression of their own irritability, or possibly from mere instinct. The baby bites the breast till it bleeds. In this case, a slight slapping at the time of the biting creates a pain, which may from association keep him from biting further; or, if he is likely to hurt himself with putting his fingers in the gas-burner, you slap his fingers enough to associate pain with that one thing, rather than have him get the association legitimately, by burning himself. But the instances requiring this treatment are few; and the touch should be a decided one, accompanied with a shake of the head, which will soon answer the purpose, without slapping at all.

A child two years old, or even older, who has never been bitten, struck, pinched, or scratched, will do all these — sometimes with a will, and sometimes without it. But if he were pinched or bitten in the dark, he would

not know what it meant. He does not strike or pinch to injure, and therefore he should be taught and not punished. You can associate pain with the act, if he is too young to understand without. Say, if he bites the baby, —

“ Charley mustn’t bite baby ! it hurts baby ! see ! — mamma bites Charley ! it hurts Charley ! see ! ” or, if he pinches, show him how it feels by the same method. Either this, or a slight slapping on his fingers, will make up to him in painful association for the experience he wants. He has learned something new.

CHAPTER V.

PUNISHMENT.

THERE are many faults in children's characters which will remain, after you have done your best to eradicate them. Some disorderly children are so unfortunate as to have particularly orderly mothers. Disorderly parents are often extremely anxious that their children should possess the quality in which they feel themselves deficient, and of the consequences of which they feel the perpetual inconvenience. These parents send their children to school, "that they may acquire methodical and orderly habits."

Do not be surprised that, at the end of the school, or in the intervals of it, none of the fruits appear, of which you fancy you have planted the seeds. The constant drill and discipline in the school, assisted by the example about him, have perhaps made the child orderly in regard to the school-rules. But, having no root in native choice, these habits will be confined to the cases where compulsion is used, and the principle of order, which would seem to be a primal quality of

the mind, remains in its naturally small condition. Your work is only begun, of assisting him to form orderly habits.

In case of a habit of negligence, untidiness, or unfaithfulness, if you have repeated your reproofs and charges, and explained the nature and bad effect of the fault, apparently to no permanent purpose, it may be well to call to your aid the principle of punishment. I call it a principle, and it should be conscientiously used in this way, and in no other, in educating your children.

You find, perhaps, that your little girl neglects to put her clothes up properly at night, although she has been well taught, and is five years old. Every night, the little shoes are scattered in one direction, and the little frock and trousers in another. Now, take the child in your lap some day, and very quietly and pleasantly say to her something after this fashion:—

“I find you do not easily remember what I told you to do about your clothes at night. I think it is best for me to help you remember by punishing you. Do you understand?”

It is not likely the child will say yes.

“Let me think,” you say: “if you are deprived of some pleasure, that will help you to recollect. What shall it be? I think—

perhaps I won't give you any gingerbread; will that make you remember, do you think?"

"I don't think it will," says the child, ingeniously, "because I don't care about gingerbread." She already understands the purpose of her mother, and coöperates with her.

"Well, then, suppose we try something else. Oh, there is Isabella! You like to go there Saturday afternoons. Now, will that do for a punishment? If I don't let you go, whenever you have missed once of putting your shoes in place and hanging your clothes on the nail, — will that do? Because, if it won't, we will think of something else. We want to have the punishment do us good, you know!"

The little girl thinks it will help her to put her shoes up, if she knows she cannot go to Isabella's on Saturday unless she does. She understands the principle of punishment, and makes use of it as an aid, just as her mother does.

When the child is older, and has also the help of habit, she will learn to act rightly for the sake of right; and this motive will often be sufficient to make punishment unnecessary, except such punishment as wrong conduct necessarily brings with it in the nature of the act. But in the mean time other means must be used: the motive of pleasing parents,

and the associations of pain with what displeases them. A child appealed to in the way I have mentioned, understands that she is taking her part in the work of educating herself, and is heartily willing to punish herself for her own benefit.

You might punish her at once without any of this conversation, and she would associate punishment with disobedience ; but in such a case you lose the self-educating process which should go on in her mind. You wish, in educating your child, not merely and only to teach good habits, but also how to use the mind. The more reason is called into play, the better. The more inferences your child makes, the better.

I remember in my youth, the school-mistress' saying, as she punished the pupils by feruling them smartly on the hand, " This hurts *me* a great deal more than it does you ! " I suppose no language could express the incredulity, with which this statement was received. But it is easy for a child well brought up, to understand the pain of a mother in being obliged to punish her little one, even with a deprivation of pleasure in which the child coincides. The mother thinks, sighingly, —

" Poor child ! he will have so many troubles if he lives ! "

But, as early as he can understand you, let him know why you direct him to do this or that thing, instead of the other. He will not have the less faith in you because you often explain to him, but more. To him, your superior knowledge is as good as infinite; and what you show him, or so place that he can discover, strengthens and delights him, as the place of a new star delights the astronomer.

The mother of an only son — and an excellent, tender-hearted, amiable woman she is — came into the room where I was sitting, not long ago, and said, with an anxious expression, —

“What would you do with Willie? how would you punish him?”

“What now?”

“Why, here he’s been playing with pillows again, though I’ve whipped him twenty times for it! He and Charley Watts have torn the pillow-cases apart, and the feathers are strewing all about the room! Now, tell me, what would you do with such a child?”

“You say you have whipped him?” asked I.

“Whipped him? yes, indeed! and it don’t do one bit of good! I’ve forbidden him over and over; and now here’s the whole room full of feathers! What in the world can I do? Now, tell me, what would *you* do?”

I considered a little before I answered this

very embarrassing question. The boy was ten years old. If, up to that time in his life, all the whippings and shuttings-up he had received had not sufficed to induce in him obedience to his mother, I really could not see the advantage of inventing merely a new form of torture. So I said, —

“ I suppose I shouldn’t do anything.”

“ But just think a moment! He goes on in this way from bad to worse! If he has strown the feathers all round, he’ll be spoiling the furniture next! Who knows what mischief those two boys will be up to?” and the poor mother sat down in the rocking-chair, the picture of perplexity.

“ Strewing the feathers about was accidental, I suppose; — that does not make his fault any greater,” said I.

“ Well, now, you *must* tell me what to do. I have exhausted my ability to make that child mind.”

“ I think,” said I, with perplexity nearly equal to her own, “ that I would wait till to-morrow: and then I would tell him, how inconvenient it is to have the pillows handled in that way; that they get soiled and spoilt; and — and — ask him not to do it any more.”

“ Much good that will do! I have forbidden him fifty times! and it seems to me he only

does it the more. What in this world boys can find fascinating in throwing pillows at each other, I can't guess ! ”

“ Well, what else can you do ? ” said I, for I loved the boy and the boy's mother, and wanted to help her. “ Your punishing him seems to have answered no good purpose. Suppose you treat him as if he were too old for that, — as indeed he is. I dare say you will find Willie reasonable.”

Of course, I could not say to this mother that I thought her method and management of the boy had been wrong all through. This would have pained her and done no good. Besides, she had conscientiously endeavored to do her duty. The mischief was done, so far as ten years of wrong management went. The boy would not obey except on compulsion, and then only under the eye of his mother.

But was it not strange to see how this tender woman clung to the old notion of whipping as the only remedy for evil, or incitement to good ? Amiable as she was, she was trying to invent some new punishment for this refractory boy, more efficient than she had hitherto used, but seemingly had not thought of applying to the immortal part, as any source of action or foundation of conduct. Only a

mechanical notion of childish obedience, without motive or end, came into her mind. Surely, it was time that something higher and nobler than fear should be appealed to in that child's mind. If

“The fear o' hell 's the hangman's whip
To keep the wretch in order,”

much more is the domestic switch a petty tyrant which degrades both applicant and recipient. A child of any natural nobleness disdains the whole thing, as a medium of good principles or good conduct; and whatever of value there is, in a child's character educated in such a way, is developed in spite of his education, and not in consequence of it.

CHAPTER VI.

LYING.

I HAVE been often asked what I would do if a child told a lie, or if he was a lying child, taking it as a confirmed habit. I have known mothers, who seemed to consider the severity with which they visited a departure from truth in a child, as the measure of their own veracity.

First, I would never punish a child for lying. Most lies are those of fear. Also, many so-called lies are simply the effects of lively imaginations. I have known a boy five years old, who was cantering about the room with a string and two chairs, burst into a passion of grief, at being told by a literal lady and stern moralist, that the chairs were not real horses, but were really chairs. What possible good it could do to knock down the child's harmless illusion, it is difficult to see. Such an inveterate truth-teller would probably say of the "Heart of the Andes," — "It is all a deception, and so far wrong. This is only a flat surface, and not real hills. Still less are those flowers real. In fact, it is all paint."

Yes, it *is* all paint, — and genius.

And why should not the child paint his little life with fancies of his own, brilliant, gorgeous, far-reaching, like the picture? It is a gratuitous cruelty to disenchant him. Doubtless the literal lady considered this child's quite a hopeless case of lying, especially as, between his sobs, he insisted on the chairs' being real horses — "*They are* real horses! — they are! they are!"

With children who show any tendency to lies of fear, I would be doubly gentle. If they have been with you always, you are likely to correct this propensity, which is simply cowardice from nervousness. A child with a healthy, well-balanced body is likely to be fearless, and consequently truth-telling; while the nervous child, particularly if he is more than ordinarily affectionate, will deny a fault from sheer cowardice and unwillingness to offend.

If a child has been away from you, and has contracted this habit, it will probably be stated to you, under the breath, and with a solemn countenance, that

"Little So-and-so is a terrible liar!"

"There it is out! The mother must see to him now. We have done our duty," say the uncles and aunts who have had the boy in charge, and, not understanding him at all, have helped to create the evil they deprecate.

But do not be disturbed in the least. The lying can be cured, easier than the measles, and in a very much shorter time than the whooping-cough. Only you must put yourself at once into sympathy with the child. As the "magnetic people" say, you must be *en rapport* with him. Understand him precisely, and adapt all you say and do to his morbid condition. He should not know that you think he will tell a lie at all.

Avoid, as far as possible, calling on him for a statement. Preface such a call, if inevitable, by saying, with perfect gentleness, —

"Now, I want to know about this matter: but I want you to stop a minute before you begin to tell me. If you took the thing, as they say you did, tell me — *wait a moment*. Remember, my little boy, that you are not to be punished, and that I shall not be angry, if you did take it. Only tell mamma, *exactly*."

Then, if I saw the lie of fear peeping out in his eye, and on the end of his tongue, I would stop it, saying, —

"Wait a little — a little. Don't tell me quite now. And remember, my love, that best of all is to tell the whole truth, *exactly as it is*. No — wait a little! Remember, *exactly, exactly*. Tell mamma just as it was."

Then, when I saw the eyes fall, and the

mind evidently endeavoring to collect the facts, I would be careful not to disturb him, nor discourage him, by seeming to doubt him; only saying, "Be careful to tell me *all* about it! And remember, you are not to be troubled in any event."

In this way you soothe him, and induce him to tell you how the thing really happened. If you are judicious, you can then tell him, so that he will not be frightened, that he has done wrong, if he has done so; but that is all. You hope he will not do so again. You see his courage rising, and taking the place of dread and fear, in his eye; you see the truth associated in his mind, with his mother's approbation and kisses. The truth is pleasantly felt in his own heart. A little more patience, and your boy begins to form a habit of truth: a habit his frank, fearless brother has never departed from, possibly. The boy with the firm nerves has never been tempted to depart.

You cannot implant a love of truth, or eradicate lying, by punishment. Lying is the expression and effect of a peculiar organization. You must soothe the trepidation by a sense of safety. Strengthen the weak little hands and the trembling heart, by assurances and hopeful endearments. Above all, as soon as possible, let the boy feel that you trust him. Do

not trust him too soon, lest he fall, and so feel that he has lost your esteem, or, worse, learns not to care for it. You wish him to desire to be trusted, and to be, and be thought, truth-telling. It is a delicate matter, and needs careful handling. But you can certainly eradicate the habit of lying, if you are patient, and understand yourself and the child.

If it is a lie of vanity, which generally leads to over-statements, and, when connected with the imaginative faculty, to "very great stories," you must go behind the expression, and try to correct the quality. In doing these things, — and you see they are not the work of moments, but of years, — you perceive that whipping is of no use whatever. You cannot switch the mind. You must patiently watch for, and gently, but firmly, check exaggerations and departures from facts. Encourage truth, even at the expense of the very best part of the story ; make allowances for variations, by a candid observation of the relative disproportion of the faculties ; and, finally, be hopeful, nay, certain, that with time will come a better balance of the whole character.

Above all, never let children suppose that you cease to respect them. Let them understand that you think highly of them ; that, if they do wrong, they disappoint and mortify

you. Children are not the only specimens of humanity, who are the better for the stimulus of public opinion. A child who feels that he is not thought highly of, or who is told he is capable of mean or bad actions, feels at first, perhaps, keenly the injustice of the charge ; but if he continues to hear the imputation, he learns to be entirely hardened to it. To such children there comes, at last, to be no self-respect to which you can appeal, and you must create a new standard, by which they will feel themselves judged.

CHAPTER VII.

FAVORITISM.

It would seem, at first view, that it could not be necessary to warn parents to deal fairly by their children. Nature, which places them at the mercy of parents, would seem to speak loudly for justice to them. Yet I have not unfrequently heard the expression "Such a one is a favorite child," without a hint of disapprobation.

A lady, who was also a step-mother, said once to me, —

"Willie is my favorite. I confess I never could help having favorites. I don't think anybody can help it."

This lady spoke with as much coolness, and with as little regard to the moral hue of her remark, as if she had said she was fonder of sweet apples than sour. And, I suppose, she is not solitary in her wrong thinking, and consequently wrong acting. Whatever others might think of Willie, however much of a favorite he might be, she had no right so to treat him, to speak of him, or, if possible, to

feel towards him. All the children had equal rights in regard to their step-mother.

Some persons will talk to you of your children, as if they took your partiality for granted. "Which is the favorite?" is often asked.

A mother may be tempted to indulge or admire one child more than another. But she should not yield to this temptation. She cannot do it, and be just to the others. It must be that mothers do not see how wrong it is, or they would not yield to such weak injustice! What pangs have I not seen from this source! what bitter, bitter tears!

An incident which fell within my own knowledge may illustrate the importance of impartiality better than any remarks I should make.

A lady who was one of the uncomfortable sort; who made herself and everybody else unhappy by her superabundance of excitement, or nervousness, — I know not which, — this lady fell accidentally into the company of a family of parents and children.

The parents and children were happy and at ease. By and by it occurred to the lady to investigate the domestic relations of the family; and, as they were entirely open to her observation, and she had not much else to call away her attention, she presently came to the conclusion that all was not as it should be in this apparently happy family.

The spirit of unquietness led this lady to speak freely of the results of her investigations. I am unwilling to call it by any other name than unquietness. Not many days elapsed before an intimate friend of the mother of the children whispered, "Mrs. A. says you are evidently partial to Alice, and that you as evidently think less of Jenny. She supposes it is because Alice is so much prettier; but still she says she pities Jenny *so much*! Jenny, she says, has a great deal of sensibility, and she can see clearly that she feels herself not to be a favorite!"

Here the intimate friend laughed heartily; for not for one moment had she believed a word of the story, and only told it to the mother for the amusement of both.

But not so felt the mother. She was a conscientious woman, who desired to do right, and feared that she had unwittingly done wrong. Had she, in truth, felt exactly as she ought towards the plain little Jenny? Had not the more brilliant Alice received from her, not only more admiration, but more attention? How had it been? Oh, how had it been!

Her distress at the possibility of her having made her child unhappy, through an underestimate of her manner and looks, was great. Her manner to the children must have been

very evidently different, she reasoned, or this lady would not have been led to notice it. If she thought so, others might! And could it be that little Jenny also might think Alice was the favorite, to the exclusion of her own more modest claims?

True, she did not feel any partiality for Alice more than for Jenny. Yet Alice was doubtless more attractive. Day by day the thought annoyed and distressed her. Her manner must somehow be wrong, her conduct in some way extremely reprehensible!

A day or two after, Jenny was sitting in the room, reading. The mother saw that she looked sad, and called her to her side.

“What makes the tear in the eye of my darling?”

“I’ve been reading a sad story — that is all,” said Jenny.

“What about?”

“It is a story of a little girl who was neglected at home,” said Jenny; “and her mother was partial to her younger sister.”

The mother started. She felt herself tremble.

“Jenny, dear,” said she, softly, “do you think any mother could — I mean, any good mother — love one child really any better than another?”

"Yes, mother," said Jenny, reflectively, and looking down.

"But, Jenny!" said the mother, anxiously scanning the little face, "did you ever know an instance, where you saw that the mother thought more of one child than of the others?"

"Yes, mother;" and this time the soft color spread over Jenny's face. The mother's heart sunk. Scarcely could she command herself enough to utter another word.

At length, tenderly passing her arm round her daughter's waist, she said, with effort, —

"Tell me, Jenny! did you ever think you saw in your own family that one was preferred to the rest?"

"Yes, mother;" again very softly.

"Jenny, tell me! which one of my children did you think was dearer to me than another?"

She spoke, but she did not show the agonizing self-reproach that filled her heart at the sight of her child. Jenny was looking steadily on the floor, and her face was crimson with unexpressed feeling. At length she said, timidly, —

"I've thought — sometimes — it was me, mother! You always seemed more tender to me!"

This mother had deserved this sweet reward.

CHAPTER VIII.

FAIR DEALING.

SOME mothers consider it important and even necessary, that their children, as well as their domestics, should consider them infallible. Any acknowledgment of imperfection may, it is feared, shake the foundations of lawful authority. Such persons will never allow to the cook that they are not intimately acquainted with every branch of her business, lest she should take the place of her mistress at once. The same erroneous view, which has generally a mixture of the vanity of seeming to know everything, induces them not to descend to a confession of ignorance on any subject, to their children.

The contrary mode, the mode of fair dealing, is always the best policy. Setting aside the right and wrong of the case, admitting that for years you may impose on the household, it is better, notwithstanding, to deal fairly. As soon as a child is able to appreciate your openness, which is very early, tell him at once if you have made a mistake in a statement. There is no danger that he will mistake the

error for a wilful one, or that he will confound it with the ignorance which you deprecate. Even if the child is surprised at your want of knowledge in that one point, which is not likely, he is still in no danger of considering you much below himself in general information. He is quite likely to place you too high. And, besides, all these little daily trials of rectitude serve to mark out the boundaries of right and wrong, much sooner and easier than the best dissertations on morals. You have also an opportunity, in this way, to define with correctness your children's relations to others, and the rights of others over them.

I knew a lady who considered this infallibility a necessary part of her family authority. Thus, whatever vacancies happened to exist in her accomplishments, were carefully made up by the efforts of others procured for the purpose. She would not allow that she did not know everything. If her daughter asked her for information which she was not prepared to give, perhaps about making or cutting garments, she would say, "Nobody ever told me. I found out what I know, myself. It is better that you should try to discover for yourself." Of course the daughter, who had not the abilities of Columbus, let new worlds stay where they were, rather than set sail on an ocean of

experiments. This lady did not see the effect of her want of candor. She had not reflected, as all mothers should, that the virtues are connected, and that no one can be a really good mother without simplicity and sincerity.

A lady of the same turn of mind — if, indeed, I ought not to call it the principle on which education was formerly conducted — had so impressed her children with her own importance and infallibility, that they really supposed her as much to be obeyed by everybody as by themselves. These children were amazed at my refusing to let my children go with them to some exhibition, and urged that —

“Mamma *said* that Ellen and Grace might go with us!”

And their astonished faces will not soon fade from my memory when I answered them, —

“My dears! your mother directs her own children, and I direct mine. I cannot let them go with you to-day.”

It was a new revelation to them that the family Pope was not paramount.

Of the same class, and to be wholly deprecated in education, are all tricks of morality, or pretences, or exaggerations of sentiment, which some persons think it right to use in educating children, by way of impressing their imaginations. They argue that all such exag-

gerated demonstrations of feeling have as good a moral effect as the drama, or as a good novel. That the demonstration is fictitious, makes the effect, they say, none the less powerful, nor, to a certain extent, less useful.

I have known a mother of this class gather her children about her, and amuse herself, and perhaps half delude herself likewise, with the scene of a death-bed. Lying on her couch, with her little ones weeping around, she would go through the tearful excitement of farewell words and injunctions to the children, dwelling on what was most faulty in their characters, and entreating them, as if with her last breath, to correct these faults.

One more anecdote, and I shall not need, I am certain, to add a word of exhortation or remonstrance against the whole scheme of trickery in education, even if founded on the good intention which, we are bound to believe, actuates all parents. They are to be forgiven on the ground that "they know not what they do;" but not the less are we to avoid everything in the direction of such a mode of impressing the young mind. It is the single-minded, truthful parent only, who can hope to lead a child in the way of truth. He respects you morally, which is a better ground of obedience, than if he were astonished intellectually every hour of his life.

The case I am relating, was one of an adopted child. But, I suppose, if this lady had had children of her own, she would have managed them in the same way, since, after her fashion, she was a very good woman. It was within my knowledge, and related by her physician. He was called suddenly to her by the child, who seemed in great distress of mind. He was just stepping into his chaise to go and see a very sick patient at some distance, and at first, said he could not possibly go to this lady. The tearful entreaties of the child, however, prevailed on him to alter his first intention.

“What is it, do you say? a fit?”

“Oh, I don’t know! She seems to be struck blind! She’s lying on the bed and can’t speak! Oh dear! pray go quick! I think she will certainly die!”

Affected by the child’s grief, and hastily taking some restoratives in his hand, the doctor answered, —

“Well, run home! Say I’ll be there in a minute!”

On arriving at the house he was met by the child, who had already reached home, and was watching for him with streaming eyes. She endeavored to follow him to the chamber, but was prevented by the servant, who said, —

“No, no! you wasn’t to go into the room on no account!”

The child shrunk back with a new flood of tears.

On entering the darkened room where the patient was, the doctor at first scarcely perceived the recumbent form of the lady, with her head covered by a black crape veil.

Going towards the bed, however, he asked her, gently, —

“What is the matter? have you hurt yourself?”

No answer. Only a gesture.

“Do you want anybody?”

The lady’s hand pointed to the door, where the face of the little one was seen in the distance of the entry, wistfully gazing and intently listening.

“Doctor!” she whispered under the veil, “pray close the door, and fasten it.”

This was done, and the doctor returned to the bed. Whether the lady had received a bottle of vitriol on her features, or had by a fall marred their symmetry, so that she feared they would not be recognized, or what was the reason of this play of the “veiled prophet,” the doctor was too impatient to ask.

Immediately, however, the lady raised her-

self from the bed, threw off the black crape, and said to the doctor, with great politeness,—

“Pray excuse me! But I am anxious to impress my adopted daughter with the importance of carefulness. In so doing I have been obliged to seem to require your attendance, when in reality I am not in the least hurt. The little girl will, I trust, receive a lesson on the importance of” — How much more she might have said, the angry doctor did not stop to ascertain, but went down two stairs at a time to his chaise, and was on his way to his sick patient, before the lady closed her fine black eyes, and resumed her theatrical performances, for the benefit of her child’s mind.

CHAPTER IX.

PRECOCITY.

REMEMBER that, if you educate your son ever so well and wisely in any special direction, you can only make of him the best that nature has marked him out for. And this is something you must think of while he is yet a little child. Do not set your heart on his being this or that, but say "If God wills, let him be this or that." All the drilling, dramatic or poetic, that could have been given to Newton, would never have made him a Shakspeare. Nor could Shakspeare have been made by any educational process into a Newton. Your children's abilities seek one direction, and not the other; and they have a certain amount of ability, and no more. It is doubtful if it is ever wise to press these abilities to their utmost power. The brain acts most healthily when not urged. The brain of a child, especially, should not be urged. If he cannot learn a lesson after a reasonable amount of application, it is better that he should be allowed to play a while, or even to sleep, before he resumes his study. In the intimate connection of body and soul,

it is quite possible to make grave errors, by pressing hard on one, while the other is weary. And we cannot always distinguish between natural inability, and the occasional effect of weariness. If you remember, you have often yourself been perplexed with problems at night, which in the morning resolved themselves. In other words, your brain has rested, and things have become arranged in your mind, which before were in confusion.

Always remember, that it is not of the least consequence whether your boy knows how to read and write at eight years old, or not; but of the greatest, that he should be healthy, happy, observing, and sweet-tempered; — also, that it does not necessarily follow, because the child is not fond of reading, that he is not fond of knowledge. He may choose to take a great deal of information at first hand. The boy who lies idly on his back may be studying the lightning, or, stretched on his face, may be investigating an ant-hill; while a book about either subject may not interest him at all.

In every case, have regard to the peculiarities of your own child; and, because your neighbor's child at three and a half reads Scott's ballads, and can relate various historical anecdotes, do not trouble yourself that your own little four-years-old does not speak a word dis-

tinctly. Through his expressive jabber, and his eloquent grunts, you see that he has all his wits about him, and understands every word that everybody says. All you have to think is, that the child is slow of speech, and that many a child does not speak distinctly at five years, who is quite a miracle of smooth talking at ten. Besides, your next boy is just as likely to be a prodigy as your neighbor's wonder; which is only saying he will not be so healthily organized nor so equally developed as is desirable. Your task will be far more difficult, and your duties more onerous. In order to make him healthy, you will find it necessary to counteract his studious tendencies, to oppose his love of solitude, to cultivate open air, exercise, and observation. Perhaps his nature will never be harmonious after all. But — you have done what you could, and you must try to be contented.

In this connection, let me remind you of the error of talking of children in their presence, especially of repeating their droll sayings. Children very soon acquire notions of their own importance, or wit, and so lose their simplicity, the greatest charm of childhood.

Children who are much talked of, are apt to get up all sorts of odd behavior, merely to induce observation. A lady told me she remem-

bered taking up Beattie's poems, when she was a little girl, and somebody's remarking to another, —

“Do see that child reading Beattie, — and she not seven years old!”

On which the child sat two mortal hours considering Beattie, but without the remotest notion of or interest in his poetical merits. Indeed, she was not beyond the simplest stories in her power of appreciating language; but was quite able to appreciate the pleasure of being thought extraordinary.

Whatever takes from the simplicity and directness of a child's mind or manner is to be avoided. And whatever induces self-consciousness should be avoided.

A very sensible mother said to me, as her child crossed the room on her way out, —

“See Lizzie! She walks with the grace and lightness of an elephant! but I won't say a word to her. Anything is better than self-consciousness in a child; and she is so diffident, it would give her great pain to be told her walk was heavy.” She was quite right.

CHAPTER X.

CRUELTY.

SOME children are said to have naturally cruel dispositions ; and a phrenologist will point out the organ of "destructiveness large" in a child.

I have no doubt that qualities are inherited, and also that the son of a cruel father will be more likely to be cruel himself. But parents sometimes confound curiosity, excitement, and a pleasure in conflict, with cruelty. Also, an investigating turn of mind may easily be mistaken for cruelty. Cruelty delights in giving pain. I never saw any child who, I thought, delighted in it, though I have seen many give pain ; but the child did not know it would give pain at the time, I think. Most children see flies, spiders, and mosquitoes killed without mercy, and are shown by even compassionate people various traps for catching mice, foxes, and weasels. It is not strange that they confound qualities occasionally, and that they are unintentionally cruel. The mother who stamps on a spider, and gives directions for the drowning of extra kittens, is surprised to see her boy

watching the movements of a mutilated insect with delight, and impaling butterflies to preserve their beauty. How is the child to distinguish between the cruelty of killing mosquitoes and killing mutton? And must he not be mystified to hear tender epithets bestowed on the "poor little lambs" and beautiful pigeons which are served up the next day on the dinner-table? It must take a long time for a child to understand, to distinguish, and to separate all that is going on around him; and we must be careful not to judge his childish actions by our own mature standards. Do not reproach him with a fault which he has never thought of. But if you see he does something thoughtlessly which gives pain, explain to him that it is wrong. Take it for granted in all you say, that he has no intention of doing wrong. Let him see and understand this. Let him feel that in his mother he has not a rigid censor, but a sympathizing friend, — that he has an advocate always in your heart, in your tender affection, only too powerful, — and that in all you say to correct him, you have only his good in view. A child, very young, may be made to understand this. He may, very young, be made to feel that you look for a good, pure, high character in him; and that even if he often fails, you expect his mark to be high.

Never suspect children, nor allow them to think you suspect them of bad conduct. Let them feel that you respect and esteem them, and they will try to deserve both from you. And the contrary is as true.

Do not hastily conclude that "boys are naturally cruel" because you see half a dozen diligently throwing stones at a dead snake. I have asked children why they did it, and received for answer that they did it because the rest did, or, that the snake was dead, — anything but to torment the snake. It is easy to see that in a crowd of children so employed other elements than cruelty may be active: curiosity, idleness, or imitation.

Setting aside a few specimens of natural cruelty, which I can believe exist, though I have not happened to come across them, I think almost no children are cruel, but the contrary. Faculties which are given to us for good purposes, may be so warped and misapplied by a bad education, or by unrestrained passions, as to become vices. The instinct of self-defence may become a brutal science, and used for purposes of violence and cruelty: it is not the less a noble instinct, and an element of manly character, which we would not willingly dispense with in our sons. Your maternal duty is, to watch this instinct, to moderate

this element,—so that your sons may be as humane and considerate as they are bold and hardy ; that their tempers may be as well controlled, and their dispositions as gentle, as their hands are strong. A man who can rule his own spirit may become an expert pugilist, or an accomplished swordsman, without the smallest danger of being either cruel or brutal.

Where the family is small, and a child has not the best opportunity for social training, which is found in a well-ordered and numerous family, it is well for him to be often allowed companions at home. In case of a small party, the mother should be particular to be present herself, both for the sake of wholesome restraint and regularity of hours and meals. I am sure I need not say how important are both the last, nor how worse than foolish it is, to allow children to anticipate the enjoyments of maturer years at the risk of health, manners, and morals. When I say I like children's parties, I mean exactly what I say : the frequent meeting of children of similar age, with the early hours of invitation and departure distinctly mentioned, with plain, healthful food, and with the restraints of sympathizing elders. This sort of party entirely excludes ice-creams, confectionery, and late hours, and, while it gives much pleasure, does a child no harm.

CHAPTER XI.

QUESTIONS.

A CHILD early asks questions of his mother in relation to his own existence, which cannot be answered except by referring the subject in general terms to God. As he grows older and mixes with other children equally curious with himself, he hears many remarks which it is undesirable that he should hear, but which it is impossible to prevent. At the same time he is not of an age to receive any full explanations or answers to his inquiries. If he is a very lively, intelligent child, and if you have always been in the habit of explaining to him whatever he inquires about, it will be necessary for you to show him, by using unintelligible terms, that you are quite right in saying he is too young to understand now what he asks about.

You can tell him very gravely that these inquiries belong to natural history, and that you do not think he can understand; but if he still persist in asking you to try him, you can do so in terms like these, or any similar ones that

will express your ideas as abstractly as possible : —

“ If you remember, the animal kingdom is divided into several parts. Of these parts, the mammalian do not, like the oviparous portion, perpetuate the race by the deposition of — ” By this time the little face shows great mystification.

“ If you are sure you understand me, I will go on. But it seems to me you are not quite old enough yet. You know I thought you had better wait till by and by.” To which remark you will undoubtedly receive a cordial assent, — and such a suspension, if not satisfaction, of his curiosity, that you will have no further inquiries, until his advancing intelligence enables him to recognize reverently the power of God in the creation of man. I am sure I need not add that all fanciful and superstitious ideas on the subject should be avoided ; that children should be told simply that they are unable to comprehend the subjects about which they inquire.

In this connection let me say, that children who are active by nature should early be taught to read ; and that those who are not, should be kept from it as long as possible. Exactly the reverse of this plan is generally followed. The busy mother is so delighted to

see her child amuse himself quietly with his book, that she forgets he is losing what is a thousand times more important: exercise in the open air, and the habit of observation. To these objections may be added the probable injury to his sight by too early study, and, if he is also indolent and imaginative, that of destroying the healthy balance of faculties, and making him dreamy and peculiar. Boys who are naturally restless and boisterous may be taught to read with safety at three or four years old, as there is no danger of their being too much disposed to study, and the knowledge of words and letters is a convenience which it is well enough to acquire early. Only do not, as I have often seen mothers, read to your boy the story he is too lazy to learn to read himself. Give him the stimulus of a part of the story, and he will soon try to learn to read, when he knows there is no other way but for him to exert himself.

But if your boy is by nature indolent, or of a delicate habit, encourage all out-door amusements, and such as pleasantly exercise the imagination without recourse to books. A boy of this turn of mind will have tremendous battles with pebbles, impregnable castles with blocks and cobs, and helmed knights from cast-off lamps. The smallest, most ordinary ma-

terials are transmuted and glorified for his purposes; and, with a pair of old slippers, he will make the hours slide as if they were shod with silver. Let him have this delight in the air, and encourage every plan of his that will unite physical exertion with his fancies.

CHAPTER XII.

TERROR.

SOME nurses habitually excite terror in a child by way of inducing obedience. When I was a child, I had a wholesome terror of one Mr. Makegood, who was always, it appeared, "coming along." If I did not behave properly, he was to be called in. The ubiquity of Mr. Makegood never disturbed my childish mind. It seemed all right that he should be within call whenever he was needed. This Mr. Makegood had punished one Tommy Somebody for screaming when he was washed and dressed, by taking him down to the foot of the garden and there plunging him into a whole tubful of cold water. After which, of course, Tommy was always a good boy.

At this distance of time I can wonder at the odd motives which were brought into play in reading Mr. Makegood's memoirs, and do *not* wonder, especially when I remember Polly's knuckles, that I sometimes preferred the dread unknown to the certainties at my throat and eyes. The tub of water was the particular

bugbear to naughty children, and goodness was inevitably associated with a dread of water.

In many families, domestics are strictly forbidden to tell the children frightful stories, or to terrify them by accounts of "an old woman up stairs who eats naughty children;" but it is not many weeks ago, that a child in my family was told by its nurse, in my hearing, and, I must add, to my great horror, —

"Don't go up stairs, Willie! Old Man lives up stairs! Old Man lives up in great dark hole! Old Man will catch Willie and eat him!"

"It proved, however, that Old Man" had not the remotest terrors for Willie, who sturdily followed his exploring inclinations, and climbed straightway to the trunk-room. Being a child of a practical turn, with steady nerves, and probably also having found himself deceived before as to the carnivorous propensities of the Old Man, he was a match for the nurse any time. Though he could not speak, he grunted bravely along up stairs, undaunted by terrors behind and before.

The mother of this child said it "was impossible to get along with her children without frightening them," though she frankly admitted it was impossible now to frighten the two oldest. The third, who was in the arms, she had not begun to frighten. But the others

were quite equal to any of the nurse's tricks. It is very difficult to see the advantage of using an element of terror in education at all. And the whole apparatus of "bears," or "black hole," or "old woman," seems almost too silly to speak of, but for its unfortunate effect on sensitive children. Childish terrors often unnerve such children for life; and they never recover the effect of a mistaken education.

Some children are unwilling to walk, or to go up and down stairs. It is very improbable that this unwillingness is from laziness. Children, if well, are active. There is sometimes a weakness of the legs in delicate children, which prevents their walking any but short distances without great fatigue. This may be from local disease, but it is more likely to be the result of a general debility. A child who is not willing to walk, or to go up stairs, should be placed under the care of a physician, as he is evidently in an unnatural condition. You should not allow the nurse to urge him up stairs, but have him carried. There may be a spinal weakness which needs immediate care.

If you ask me "what is my system?" — a very common question, by the way, and asked in as mechanical a spirit as that of "which sort of sewing-machine do you use?" — I should say, I have no system. I know of no Procrus-

tean bed on which to stretch every variety of infant character; but as there are infinite diversities, yet the same spirit — infinitely varied constitutions, with the sweet human soul in all, — I would ask you to study the requirements of each, and tenderly to train the vines which the Father hath planted. The vine is of his planting, but he has given to mothers to water and prune, — to watch and pray.

The most important sentiment to inculcate and encourage in every possible way, is family love. Where this is cultivated, most of the virtues necessarily flourish. For this purpose birthdays should be remembered. Children should be encouraged to make gifts to each other on holidays; always, if possible, earning the means of giving by some exertion or self-denial. Thus associating generosity with acquisition, watch your child that he shall not love money as the means of selfish gratification. You cannot begin too early to disconnect them.

CHAPTER XIII.

KIND MANNERS.

THERE are many families in which we miss the "family feeling." The members are collected daily, they eat at the same table and sleep under the same roof,—following, meantime, each his own pursuit without regard to the others, or sympathy with them. Possibly, a family of this sort may live together without conflict, but probably not. They are very likely to be inharmonious in their tastes and opinions.

In such families, the diversities which are one element of social enjoyment among those who are cemented by mutual regard, become reasons for separation while together, and for entire alienation in after-life. The tie of blood is recognized as a source of pain, but not of pleasure. Members of families so constructed may make each other suffer keenly, but they do not enjoy keenly. One brother may have power, by bringing disgrace into the connection, to make all the others deeply mortified; yet no brother's or sister's heart throbs with delight at the successes or pleasures of each.

The avoidance of such a state of feeling, and the establishment of the intimate love and generous consideration which should band the members of a family together, is much within the ability of a mother. In the earliest days of childhood she should, above all, cherish this love and gentleness among the little ones, — encourage every slight sacrifice, discourage all reports against each other, and constantly instil into their young hearts the beauty and duty of family affection.

As early as possible, form habits of politeness and respect among them. If children allow themselves or are allowed in speaking unkindly or impolitely to each other, because each is aware of the real love of the other, the manner in the family soon degenerates from the gentle courtesy which should belong to every family circle, and without which it is inevitably stamped with vulgarity, let the accomplishments and elegance be what they may. Nothing compensates for the lack of personal dignity and respect for each other in the home circle. Far better is the extreme of formality in the manners of the household, than the free and easy ways I have sometimes seen, where the courtesies of gentle speech are wholly ignored, or replaced, often, by unkind remarks, angry reproaches, or rude jokes.

A mother has so much influence with children at the time habits are most easily formed, that, if she is aware of the importance of good manners, and of their being the expression of good feeling, she will insist on the former at all events. The suppression of external demonstrations of passion is a great assistance in quelling the internal feeling.

I may seem to insist too much on this point. But I have often seen the careless speech ripen into alienation in the family circle, notwithstanding the tenderness of parents and the affection of children. Members of the same family are allowed in rude and impolite remarks to each other, which would not be tolerated out of the family circle, when, in fact, the intimacy of household life requires double care in preserving all the delicacies and dignities of personal communion. The affectionate respect in which many families hold each other, who are not connected by similar tastes or pursuits, is oftenest the result of a mother's care in the earliest years of life.

CHAPTER XIV.

CONSTITUTIONAL CHANGES.

It should be known to mothers that there is often a change in the constitution of children at the age of seven years or thereabouts, and again at a later age, perhaps from twelve to fifteen. This change seems to be directly connected with the cutting of the second teeth, and also of the wisdom teeth. The whole nervous system sympathizes with the local difficulty. A child will often suffer much for which he can give no definite reason. It is obvious that he is very irritable, and he is often very perverse. In cutting the wisdom teeth, the health sometimes suffers so far as to need medical advice, and the whole mental as well as physical condition is affected.

Seemingly from causes connected with dentition, at all events from causes so latent in the constitution that they were not easily detected or remedied, I have known children excessively troublesome, perverse, and disagreeable, who, at the age of seven, turned short round and became amiable, gentle, and considerate, — in short, entirely the reverse of their former character.

It is well to know this peculiar effect of the disturbance of the system, lest you be discouraged and think all your planting of no use, seeing no appearance of good results from your best efforts. There is a great difference in children in the ease with which they mature, and you cannot too constantly make allowances for the little jars in the machine, as it slowly adapts itself, from year to year, to its uses and possibilities. Where the constitution is very harmonious, the body and mind, of course, act more healthily and evenly together; but there are many cases where it is temporarily otherwise, and these cases are to be met by great patience, consideration, and hopefulness on the part of the mother.

CHAPTER XV.

EARLY READING.

A word or two on the subject of the early reading of children. The modern practice of urging the child's brain to a comprehension of science and philosophy in children's books, carries with it its own refutation more strong than any arguments I could use against it. It betters the matter very little that there is an attempt to simplify these sciences and these philosophies, that the little head may be able to take them in. If they were ever so simply written, and conveyed ever so many important ideas, they are not half so good as none.

Nature has spoken clearly on this point, if we listen to her teachings; and if we only observe a little, we shall see, from the bad effect of inverting the order of knowledge and pressing the development of the faculties, what nature intends, and how she avenges any departure from her simple rules.

In the childhood of the race, Nature and Providence, or rather the providence which is in all nature, adapted the possibilities of

attainment to the weakness and immaturity of humanity. The infant men were neither philosophers nor geologists. The shepherds "watched their flocks by night," and observed the stars. As mankind grew older and the family relations widened, the intellect grew more capacious; facts were collected in greater abundance, theories began to be formed, and the knowledge collected was arranged in systems. The results of elder minds were preserved for their successors, and progress began in science, the arts, and philosophy. This lesson, which we read in all history if we pay any attention to history beyond the mere statement of facts, we should apply to our children.

The reasoning powers are among the latest to be developed. The animal nature, the sentiments, and the imagination are all developed first and most strongly. Your child kisses you and loves you; he weeps over the story of the babes in the wood; he loves to hear stories of Jack the Giant-Killer, and to pore over Tooke's *Pantheon*: all this, long before he has the slightest interest in the plain truth of two and two making four, or the formation of lines and curves. Still less can he comprehend or enjoy any writing of a metaphysical nature. The moral, if we remember our own childish days, is the part of the story we always skipped.

All the beautiful allegory of Pilgrim's Progress we love dearly: we follow Christian to the Gate, to the House named Beautiful, to the Shepherds on the Delectable Land; we are shut up with him in the Castle of Giant Despair; we pass tremblingly between the lions; we sink with him in the deep waters of Death; and we rejoice with heartfelt songs of triumph, as we see him received into the arms of the Shining Ones in the Eternal City.

But did one of us ever read those talks of his with Faithful? those theological conversations with the shepherds, in the land named Beulah? Not a word of them. On the contrary, we habitually turned over all those leaves with the correct instinct of childhood. There was enough we could and did enjoy, and which was subtly instilled into the whole nature; and, by the charming allegory of a Pilgrim's Progress, there was more morality and philosophy put into our minds than would have been practicable by any other process.

Early, and while yet the imagination is not trammelled with intellectual discipline, or the severer taste of mature years, let children plunge head-foremost into the Arabian Tales, into the historical romances of Miss Porter, and into the drollery of Don Quixote. The delight of a child in Lilliput, his unlimited

enjoyment of the fairy architecture in that remote region, the top of the bean-stalk, is undisturbed by facts and unalloyed by judgment. "To everything there is a season," says the wise man, "and a time for everything under the sun." With the unfolding of the body comes the natural maturing of the reasoning powers. The child begins to reflect on what he observes; to draw inferences for himself,—which is a thousand times better than to have them ready drawn to his hand. His mind becomes active, instead of passive. He begins to be intellectual, which is only to say, he thinks. Many children are crammed at the age of twelve with information, who yet can make no use of their treasures; and they might as well know nothing, for all the good the facts do. Facts must enrich the mind by the use we make of them; we must draw inferences from them and connect other facts with them, or they are as useless as gold coins to Robinson Crusoe. I don't like books that profess to teach children to reason. Children are not old enough, when such books are given to them, to do more than receive the processes into their own minds, where they remain unfruitful; they are not taught by the books to make use of facts. When they are older, they do not need to learn to reason, having done the thing. Reading

these books is like putting a child on crutches to teach him to walk. Let him kick, scramble, and pull himself up. He will walk better than crutches will ever teach him.

Remember, all that healthily develops the faculties is good education. This may be done better out of school, often, than in, — without books than with. If you let your child cram his mind with books, you produce in him a mental dyspepsia. Let his books be few, instead of many. Do not be over-nice as to the diction of many of the best old writers. The child's healthy nature absorbs what is congenial to it, and passes over without comprehension or alloy the coarser ideas and expressions that offend a maturer taste. I think more is lost than gained by literary filtering for children; since in the process much that is peculiar to the age of the production is lost which is valuable to know, and much also connected with the private and social manners of the country and time, that can be known so readily in no other way. The boy knows, but does not know how or when the knowledge came to him, much that he cannot well do without, and yet which he would hardly have patience to look up in the years succeeding mere childhood. As by the foot the artist knows Hercules, so by slight passages in Lord Chesterfield's, or

Lady Montague's letters, the reader estimates the degree of social refinement of their age. The child, in the coarse descriptions of the Arabian Tales, takes the ideas of the massive and brilliant imaginations of the East, connected with their social degradation, into his memory all together as so many facts from which he makes no inferences at the time, but which are valuable to him at an after period of his mental life.

CHAPTER XVI.

RELIGIOUS TRAINING.

As the foundation of good manners is Christian morality, the mother, in her earliest efforts to instil gentleness and courtesy among her children, in some sort begins their religious education. If, in instructing them, she appeals always to high motives, she gives them a gentle breeding, which is suited to all time and every occasion. The special etiquettes, which are mediums and not barriers of social freedom, are easily learned where there is a foundation of kindness and consideration for others. If the contrary method is observed, if low motives of selfishness or worldly success are offered for good manners, I need not say the religious nature suffers accordingly.

“How can a man love God, who loves not his brother?”

It is difficult to advise as to the religious education of a child. Some persons consider it necessary that a child should early be instructed in the peculiar religious tenets of a parent. Doctor Johnson thought the religious denomination of a parent should be adopted

by a child. It cannot be otherwise than well for children early to learn the sacred history, and the biography of our Saviour as it is written in the Evangelists. Whatever their future opinions may be, — and that no one can predict, least of all themselves, — the doctrine of the Parental Government may be understood by children as soon as they are old enough to entertain abstract ideas at all. They may be taught the precious nature of the doctrine, introduced, as it was, among a people before wholly ignorant of it; and may be led by their own filial affection to test, in some degree, its value as a religious element. With knowledge, however, does not always come feeling. Spontaneity in religious affections is the result of contemplation, and not of instruction. A reverent affection to the unseen Father, whom a child understands to be the source, however mysteriously, of all his happiness, may be easily induced, and may become so habitual as to be a part of his mind. A mother who is herself religious, leads her child, habitually and unconsciously, in the paths of light. She feels that they, and they only, lead onward and upward to the Supreme Joy.

